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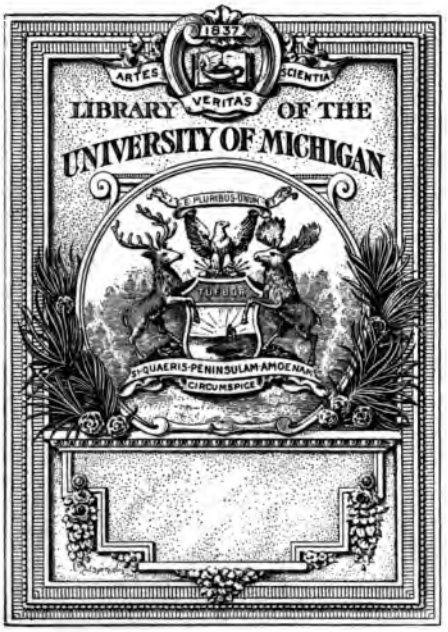
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# BIENNIAL REPORT

OF THE

# State Superintendent

OF THE

## STATE OF WISCONSIN,

FOR THE

**Two Years Ending June 30, 1900.**

---

L. D. HARVEY, State Superintendent.

MADISON
DEMOCRAT PRINTING COMPANY, STATE PRINTER,
1901.

# LETTER OF TRANSMITTAL.

---

OFFICE OF STATE SUPERINTENDENT,
MADISON, WIS., December 1, 1900.

*To His Excellency*, EDWARD SCOFIELD,
*Governor of Wisconsin.*

SIR: I have the honor to submit herewith, as required by law, the Biennial Report of the Department of Public Instruction, which embraces the period beginning July 1, 1898, and ending June 30, 1900.

I am, sir, very respectfully,
Your obedient servant,
L. D. HARVEY,
*State Superintendent.*

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# NINTH BIENNIAL REPORT

OF THE

# STATE SUPERINTENDENT.

---

DECEMBER 1, 1900.

*To the Legislature of Wisconsin*:

The close of the biennial period in the administration of state affairs is made by law the occasion of submitting to your honorable body a report by the state superintendent, setting forth the condition of the public school system of the state and the development of educational interests during that period.

I take pleasure in submitting herewith my report for the biennial period ending June 30, 1900, through his Excellency, the governor of the state.

In addition to the general range of statistical matter presented in the biennial reports from this office, some additional tables have been incorporated, which will I trust prove interesting. I would call your attention especially to tables A, B, C, D, and E. A considerable portion of the report proper is devoted to a consideration of the country school problem, under the belief that that problem is the most serious one in educational matters confronting the people of the state and your honorable body as representatives of the people.

During my administration every county in the state has been visited, either by myself or representatives from the office in the interests of educational matters. In a large number of the counties several visits have been made, the 219 high schools of

the state have been inspected, as well as most of the 166 institutes held during the two years. During the winter of 1899–1900 the state superintendent attended a considerable number of the farmers' institutes and addressed those in attendance on the subject of the rural schools. Other addresses have been given at county, state and national teachers' associations, and efforts put forth through an extended correspondence with school officers, principals and superintendents, for the purpose of arousing public interest in educational affairs, and securing a better organization of work, and compliance with the laws of the state.

I wish to make acknowledgment here of the hearty co-operation this office has received from all classes of officers and workers in educational work in the state. I believe that at no time in the history of the state has there been a more intelligent interest in educational affairs than at the present time. The number of important educational problems which are pressing for solution makes desirable a still further development of this interest until it it shall reach not only all who are officially connected with the educational system of the state, but every man and woman as well. This result cannot be attained without continuous, persistent, and systematic agitation and organization.

The state has organized the public school system not as an act of charity, not for the benefit of the individual, but for the well being of the state itself. Upon this ground alone can there be found a justification for public taxation for educational purposes. It is therefore my belief that it is the business of officials connected with the state organization of public schools, and of every good citizen, to do whatever may be done to inform themselves concerning educational affairs, and to call the attention of every other citizen to the need for, and means of, improvement of the system of public education. Every possible effort to that end has been put forth during the present administration by

## *Statistical Tables.*

every person connected with the department. If the force were larger much more could be done.

With the hope that you will be able to gather from the within pages something that will be of interest and value, this biennial report is respectfully submitted.

L. D. HARVEY,
*State Superintendent.*

### GENERAL SUMMARY.

| CENSUS. | 1897-98. | 1898-99. | 1899-1900. | During biennial period from June 30, 1898, to June 30, 1900. | |
|---|---|---|---|---|---|
| | | | | Decrease. | Increase. |
| Number between 4 and 20 residing in the state | 708,535 | 722,655 | 731,063 | ..... | 22,528 |
| Number between 7 and 13 residing in the state | 316,491 | 319,844 | 318,252 | ..... | 1,761 |
| Number between 7 and 13 who attended public school 12 weeks or more | 251,849 | 246,589 | 251,317 | 532 | ..... |
| Number between 7 and 13 who attended private school 12 weeks or more | 48,069 | 50,726 | 52,658 | ..... | 4,589 |
| **ENROLLMENT IN PUBLIC SCHOOLS.** | | | | | |
| Number between 4 and 20 | 429,794 | 437,820 | 444,343 | ..... | 14,594 |
| Number under 4 | 340 | 469 | 298 | 42 | ..... |
| Number over 20 | 693 | 442 | 501 | 192 | ..... |
| Total number | 430,827 | 438,731 | 445,142 | ..... | 14,315 |
| **SOME PERCENTAGES.** | | | | | |
| Per cent. of the whole number of persons in the state between 4 and 20 enrolled in public schools | 60.6 | 60.5 | 60.7 | ..... | .1 |
| Per cent. of those between 7 and 13 who attended public schools 12 weeks or more | 79.5 | 77.0 | 78.9 | .6 | ..... |
| Per cent. of those between 7 and 13 who attended private schools 12 weeks or more | 14.7 | 15.2 | 16.5 | ..... | 1.8 |
| Per cent. of those between 7 and 13 who did not attend any school 12 weeks | 5.7 | 7.0 | 4.4 | 1.3 | ..... |
| **SCHOOL HOUSES.** | | | | | |
| Number of school houses in the state | 6,940 | 7,058 | 7,242 | ..... | 302 |
| Seating capacity of all public school houses | 485,588 | 499,780 | 524,192 | ..... | 38,604 |
| **TEACHERS.** | | | | | |
| Number of male teachers employed | 2,654 | 2,561 | 2,403 | 251 | ..... |
| Number of female teachers employed | 9,811 | 9,945 | 10,660 | ..... | 849 |
| Total number employed | 12,465 | 12,506 | 13,063 | ..... | 598 |
| Average monthly wages of male teachers (outside of cities.) | $41.00 | $41.89 | $43.84 | ..... | $2.84 |
| Average monthly wages of female teachers (outside of cities.) | 29.50 | 29.78 | 31.79 | ..... | 2.29 |

## *Statistical Tables.*

### GENERAL SUMMARY.—Continued.

| CENSUS. | 1897-98. | 1898-99. | 1899-1900. | During biennial period from June 30, 1898, to June 30, 1900. | |
|---|---|---|---|---|---|
| | | | | Decrease. | Increase. |
| TEACHERS' QUALIFICATIONS. | | | | | |
| Number of normal teachers employed, graduates in counties | 369 | 551 | 745 | ..... | 376 |
| Number of normal teachers employed, undergraduates in counties | 1,785 | 1,611 | 1,399 | 386 | ..... |
| Number of teachers holding state certificates, in counties | 447 | 444 | 533 | ..... | 86 |
| First grade certificates granted: | | | | | |
| By county superintendents | 457 | 528 | 457 | ..... | ..... |
| By city superintendents | 105 | 95 | 175 | ..... | 70 |
| Second grade certificates granted: | | | | | |
| By county superintendents | 1,630 | 1,847 | 1,636 | ..... | 6 |
| By city superintendents | 235 | 158 | 161 | 74 | ..... |
| Third grade certificates granted: | | | | | |
| By county superintendents | 5,946 | 5,645 | 5,310 | 636 | ..... |
| By city superintendents | 472 | 428 | 459 | 13 | ..... |
| Certificates limited to less than one year, in counties | 621 | 498 | 645 | ..... | 24 |
| Total number of certificates granted | 8,033 | 8,731 | 8,843 | ..... | 810 |
| Applicants refused certificates: | | | | | |
| By county superintendents | 2,466 | 2,199 | 1,785 | 681 | ..... |

### SUMMARY OF FREE HIGH SCHOOLS.

| FOUR YEARS COURSE. | 1897-98. | 1898-99. | 1899-1900. | During Biennial Period from June 30, 1898, to June 30, 1900. | |
|---|---|---|---|---|---|
| | | | | Decrease. | Increase. |
| Number of such schools | 152 | 153 | 163 | ..... | 11 |
| Number of teachers employed | 492 | 539 | 591 | ..... | 99 |
| Number of pupils under 20 enrolled | 13,693 | 14,688 | 15,152 | ..... | 1,459 |
| Number of pupils over 20 enrolled | 286 | 231 | 241 | 45 | ..... |
| Number of pupils in English branches only | 6,934 | 7,497 | 8,461 | ..... | 1,527 |
| Number of pupils in German | 3,620 | 3,763 | 3,838 | ..... | 218 |
| Number of pupils in Latin | 3,544 | 3,802 | 3,764 | ..... | 220 |
| Number of pupils in Greek | 50 | 55 | 70 | ..... | 20 |
| Number of graduates this year | 1,748 | 2,438 | 2,023 | ..... | 275 |
| Number of graduates since organization | 16,500 | 18,938 | 20,951 | ..... | 4,451 |
| Number of non-resident pupils enrolled | 2,565 | 2,730 | 2,797 | ..... | 232 |
| Average salary of assistants | $513 00 | $492 95 | $506 90 | $6 10 | ..... |
| Average salary of principals | 1,233 00 | 1,113 25 | 1,105 25 | 127 75 | ..... |
| Number of principals with salary $1,000 or over | 106 | 99 | 105 | ..... | 1 |
| Number of female principals | 3 | 4 | 3 | ..... | ..... |
| Number of schools with average attendance less than 25 | 3 | 4 | 4 | ..... | 1 |

## *Statistical Tables.*

### SUMMARY OF FREE HIGH SCHOOLS.—Continued.

| SUMMARY OF CITIES HAVING CITY SUPERINTENDENTS. | 1897-98. | 1898-99. | 1899-1900. | DURING BIENNIAL PERIOD FROM JUNE 30, 1898, TO JUNE 30, 1900. | |
|---|---|---|---|---|---|
| | | | | Decrease. | Increase. |
| **THREE YEARS COURSES.** | | | | | |
| Number of such schools | 57 | 56 | 56 | 1 | ..... |
| Number of teachers employed | 73 | 78 | 73 | ..... | ..... |
| Number of pupils under 20 enrolled | 2,188 | 2,116 | 2,004 | ..... | 184 |
| Number of pupils over 20 enrolled | 49 | 30 | 25 | ..... | 24 |
| Number of pupils in English branches only | 2,238 | 1,934 | 1,971 | ..... | 267 |
| Number of pupils in German | 47 | 68 | 18 | 29 | ..... |
| Number of pupils in Latin | 11 | 13 | ..... | 11 | ..... |
| Number of graduates this year | 346 | 309 | 310 | 36 | ..... |
| Number of graduates since organization | 2,017 | 2,326 | 2,636 | ..... | 619 |
| Number of non-resident pupils enrolled | 490 | 574 | 586 | ..... | 96 |
| Average salary of assistants | $312 08 | $339 34 | $323 19 | ..... | $11 11 |
| Average salary of principals | 732 90 | 710 77 | 675 35 | $57 55 | ..... |
| Number of principals with salary $1,000 or over | 9 | 8 | 2 | 7 | ..... |
| Number of female principals | 2 | 1 | 2 | ..... | ..... |
| Number of schools with average attendance less than 25 | 18 | 17 | 25 | ..... | 7 |
| **TOTALS IN BOTH COURSES.** | | | | | |
| Male assistants | 55 | 99 | 111 | ..... | 56 |
| Female assistants | 298 | 303 | 334 | ..... | 36 |
| Principals hold'g state certificates | 42 | 48 | 49 | ..... | 7 |
| Principals holding university or college diplomas | 78 | 76 | 65 | 13 | ..... |
| Principals holding normal school diplomas or certificates | 82 | 84 | 105 | ..... | 23 |
| Principals holding county superintendent's certificates | ..... | 1 | ..... | ..... | ..... |
| Number of children between 4 and 20 years of age | 236,337 | 243,264 | 247,974 | ..... | 11,637 |
| Number of children between 7 and 13 years of age | 100,951 | 103,678 | 101,446 | ..... | 495 |
| Number of children between 7 and 13 who have attended public school 12 weeks or more | 67,247 | 68,027 | 69,135 | ..... | 1,888 |
| Enrollment of children between 4 and 20 in public schools | 123,220 | 123,670 | 127,878 | ..... | 4,658 |
| Number of school buildings | 234 | 369 | 387 | ..... | 153 |
| Seating capacity | 109,065 | 120,967 | 127,366 | ..... | 18,301 |
| Teachers employed | 2,665 | 2,763 | 2,861 | ..... | 196 |
| Average salary of male teachers | $967 08 | $925 93 | $918 24 | $48 74 | ..... |
| Average salary of female teachers | 405 20 | 411 76 | 408 92 | ..... | $3 72 |

## *Statistical Tables.*

### STATE CERTIFICATES AND DIPLOMAS.

| | 1898 | July 1, 1898, to June 30, 1899. | July 2, 1899, to June 30, 1900. | DURING BIENNIAL PERIOD FROM JUNE 30, 1898, TO JUNE 30, 1900. | |
|---|---|---|---|---|---|
| | | | | Decrease. | Increase. |
| Number of unlimited state certificates granted on examination | 11 | 4 | 9 | 4 | ..... |
| Number of limited state certificates granted on examination | 13 | 11 | 6 | 5 | ..... |
| Number of county superintendent's certificates granted | 35 | 29 | 11 | 21 | ..... |
| Number of diplomas of state university countersigned | 42 | 40 | 65 | ..... | 16 |
| Number of diplomas and certificates of Wisconsin normal schools countersigned | 255 | 328 | 720 | ..... | 481 |
| Number of state certificates granted on diplomas of colleges and universities of this state other than the University of Wisconsin | 28 | 13 | 33 | ..... | 20 |
| Number of state certificates from other states countersigned | ..... | 5 | 1 | ..... | ..... |
| Number of state certificates granted on diplomas of colleges and universities outside of Wisconsin | ..... | 4 | 22 | ..... | ..... |

### COMMON SCHOOL FUND.

| | 1898 | 1899 | 1900 | Decrease. | Increase. |
|---|---|---|---|---|---|
| Amount of the common school fund | $3,555,818.43 | ..... | $3,552,473.42 | $3,345.01 | ..... |
| Income of common school fund | 191,932.19 | $188,206.68 | 198,769.43 | ..... | ..... |
| Income from one mill state tax | 600,570.62 | 600,000.00 | 625,000.00 | ..... | ..... |
| Total income | 792,502.81 | 788,206.68 | 823,769.43 | ..... | ..... |
| Number of acres of unsold land | 34,064.81 | ..... | 32,547.78 | ..... | ..... |

## *Statistical Tables.*

### COMMON SCHOOL FINANCES.

| RECEIPTS. | 1898. | 1899. | 1900. | Decrease. | Increase. |
|---|---|---|---|---|---|
| Amount on hand June 30. | $1,437,372 86 | $1,414,420.90 | $1,400,520.63 | ..... | ..... |
| From local taxes..... | 3,154,908.35 | 3,469,551.72 | 3,725,401.45 | ..... | $570,493.10 |
| From taxes levied by county boards ..... | 854,379 07 | 673,451.84 | 791,252 13 | $63,126.94 | ..... |
| From school fund income | 717,348.02 | 725,259.34 | 776,132.14 | ..... | 58,784.12 |
| From all other sources... | 583,308.34 | 511,219.58 | 516,272.10 | 67,033 24 | ..... |
| Total..... | $6,747,316.64 | $6,793,903.38 | $7,209,578.45 | ..... | $462,261.81 |
| DISBURSEMENTS. | | | | | |
| For building and repairing ..... | $522,686.61 | $513,900.40 | $585,247.44 | ..... | $62,560.83 |
| For apparatus, furniture, etc..... | 133,254.29 | 114,574.92 | 119,997.73 | ..... | 13,256.56 |
| For old indebtedness..... | 232,131.51 | 231,555.43 | 242,354.79 | $9,776.95 | ..... |
| For teachers' wages..... | 3,505,915.20 | 3,628,595.77 | 3,760,211.62 | ..... | 254,296.42 |
| For all other purposes... | 876,518.79 | 948,740.80 | 1,027,912.87 | ..... | 151,394.08 |
| Total..... | $5,290,506.40 | $5,437,367.32 | $5,735,724.45 | ..... | $445,218.05 |
| Balance on hand June 30 | $1,456,813.24 | $1,356,536.06 | $1,486,687 21 | ..... | $29,873.97 |
| EXPENDITURES PER INDIVIDUAL. | | | | | |
| Per capita of those of school population between 4 and 20: | | | | | |
| In cities having superintendents..... | $8.96 | $9.05 | $9.03 | ..... | $.07 |
| In counties outside of cities.. ..... | 6.71 | 6.74 | 7.08 | ..... | .37 |
| Per capita on those enrolled between 4 and 20: | | | | | |
| In cities having superintendents..... | 17.19 | 17.81 | 18 09 | ..... | .90 |
| In counties outside of cities..... | 10.30 | 10.29 | 10.81 | ..... | .51 |
| Per capita for teachers' wages only on those enrolled between 4 and 20: | | | | | |
| In cities having superintendents..... | 11.54 | 11.97 | 11.86 | ..... | .32 |
| In counties outside of cities..... | 6.79 | 6.83 | 7.08 | ..... | .29 |

### NORMAL SCHOOL FINANCES.

| | 1898. | 1899. | 1900. | Decrease. | Increase. |
|---|---|---|---|---|---|
| Total receipts from all sources..... | $351,449 20 | $313,613.10 | $358,132.23 | ..... | $6,683.03 |
| Total disbursements..... | 340,623.31 | 302,362.93 | 284,759.73 | $55,863.58 | ..... |
| Balance..... | $10,825.89 | $11,250.17 | $73,372.50 | ..... | ..... |
| Total surplus in two years | $24,617.91 | $84,622.67 | | ..... | $60,004.76 |

## *University Finances.*

### UNIVERSITY FINANCES, 1898-1899.

#### RECEIPTS.

| | |
|---|---|
| **From State appropriations:** | |
| Chapter 25, Sec. 390, R. S. 1898, 17-40 of 1 mill | $255,000 00 |
| Chapter 418, Laws 1897, Washburn Observatory | 3,000 00 |
| Chapter 62, Laws 1887, Agricultural Institutes | 12,000 00 |
| Chapter 282, Laws 1889, 1 per cent (⅛) | 6,798 48 |
| **From United States Appropriations:** | |
| Treasurer United States for Experiment Station (Hatch Fund) | 15,000 00 |
| Treasurer United States for Agriculture and the Mechanic Arts (Morrill) | 25,000 00 |
| **From Productive Funds:** | |
| Income from productive University Fund | 9,934 74 |
| Income from productive Agricultural College Fund | 11,740 88 |
| **From Miscellaneous:** | |
| From bills payable (temporary loan) | 75,000 00 |
| From Students' fees, tuition, etc | 40,848 71 |
| From Students for laboratory supplies | 11,818 20 |
| From Matron Ladies' Hall | 625 19 |
| From Interest on bank deposits | 222 47 |
| From Material sold | 70 75 |
| From Rents | 432 75 |
| From advertising in and sale of Agricultural Institute Bulletins | 1,660 30 |
| From University Extension lecture fees | 391 49 |
| From freight refunds | 12 11 |
| From library fines | 23 24 |
| From use of pianos | 132 00 |
| From Creamery and farm sales, proceeds of material after being used for instructional and experimental purposes. | 23,835 70 |
| From Ladies' Hall, Bentley refund | 88 54 |
| From Refund on apparatus | 71 14 |
| From Refund for Bull | 65 00 |
| From Historical Library Commission for heat | 747 60 |
| **From Gifts:** | |
| From interest on Jackson bequest | 300 00 |
| From interest, Amelia E. H. Doyon bequest | 240 00 |
| From Uihlein fellowship | 400 00 |
| From Alumni fellowship | 400 00 |
| From Germanic Library fund | 3,146 00 |
| From Class of 1893 (for Library) | 32 85 |
| From W. J. Bryan Prize fund | 250 00 |
| From Biblical Alliance of Wisconsin | 575 00 |
| From Fred Vogel Jr. Scholarship (two years) | 500 00 |
| From Hebrew Lectureship & Scholarship Society | 400 00 |
| From Madison German Philological Scholarship | 250 00 |
| From John C. Freeman Scholarship | 250 00 |
| From William F. Allen Scholarship | 150 00 |
| From Henrik Wergeland Scholarship | 200 00 |

## *University Finances.*

### DISBURSEMENTS.

| | | |
|---|---|---|
| For Agricultural College and Experiment Station | | $78,922 57 |
| For College of Letters and Science | | 126,613 71 |
| For College of Mechanics and Engineering | | 42,654 90 |
| For College of Law | | 14,179 48 |
| For School of Pharmacy | | 7,529 29 |
| For School of Education and University Extension | | 8,788 59 |
| For Observatory | | 6,002 19 |
| For General Library | | 9,633 65 |
| For Agricultural Institute Fund | | 14,274 51 |
| For Administration | | 15,814 35 |
| For Printing and Advertising | | 4,162 20 |
| For Repairs | | 4,846 74 |
| For Heat and Light | | 16,557 25 |
| For Laboratory Supplies | | 11,312 77 |
| For Roads and Grounds | | 3,363 36 |
| For General Account | | 5,043 62 |
| For Summer Session | | 7,109 43 |
| For Ladies' Hall | | 3,910 70 |
| For University Hall | | 37,549 68 |
| For Ventilation Science Hall | | 3,210 15 |
| For Dairy Barn | | 335 17 |
| For Dairy Herd | | 1,625 93 |
| For Horse Barn | | 4,146 20 |
| For Central Plant | | 390 12 |
| For Engineering building | | 41 67 |
| For Bills Payable (Temporary loan paid) | | 75,000 00 |
| For Johnson Endowment fund, interest | | 300 00 |
| For Lewis Medal fund, interest | | 18 00 |
| For Jacksou Bequest, interest | | 1,000 00 |
| For Amelia E. H. Doyon scholarships | | 240 00 |
| For August Uihlein Fellowship | | 400 00 |
| For Alumni Fellowship | | 400 00 |
| For Biblical Alliance scholarship | | 575 00 |
| For Fred Vogel, Jr., scholarship | | 250 00 |
| For Hebrew lectureship and scholarship | | 400 00 |
| For Madison graduate scholarship, German philology (part) | | 125 00 |
| For John C. Freeman scholarship | | 75 00 |
| For William F. Allen scholarship | | 150 00 |
| For Henrik Wergeland scholarship | | 200 00 |
| Total receipts and disbursements | $501,663 14 | $507,171 23 |
| Balance, September 30, 1898 | 29,376 53 | |
| Balance, September 30, 1899 | | 23,868 44 |
| | $531,039 67 | $531,039 67 |

## *University Finances.*

### UNIVERSITY FINANCES, 1899-1900.

#### RECEIPTS.

| | | |
|---|---|---|
| **From State Appropriations:** | | |
| Chapter 170, Laws 1899 | | $268,000 00 |
| Chapter 418, Laws 1887, (Washburn Observatory) | | 3,000 00 |
| Chapter 62, Laws 1888, (Agricultural Institutes) | | 12,000 00 |
| Chapter 282, Laws (1889) 1 per cent. (½) | | 6,798 48 |
| Chapter 289, Laws (1899) | | 135,000 00 |
| **From United States Appropriations:** | | |
| Treasurer United States for Experiment Station, (Hatch Fund) | | 15,000 00 |
| Treasurer United States for Agriculture and the Mechanic Arts (Morrill) | | 25,000 00 |
| **From Productive Funds:** | | |
| Income from productive University Fund | | 11,397 89 |
| Income from productive Agricultural College Fund | | 12,428 57 |
| **From Miscellaneous:** | | |
| From bills payable (temporary loans) | | 79,000 00 |
| From Students' fees, tuition, etc. | | 48,144 35 |
| From Students for laboratory supplies | | 14,975 47 |
| From Rents | | 995 55 |
| From interest on Bank deposits | | 117 97 |
| From material sold | | 118 66 |
| From advertising in and sale of Agricultural Inst. Bulletins | | 1,169 00 |
| From University Extension lecture fees | | 264 66 |
| From refunds and rebates | | 144 25 |
| From Library fines | | 18 38 |
| From use of pianos | | 164 42 |
| From insurance (on shops Jan 10, 1900, fire) | | 8,340 30 |
| From L. J. Mueller Furnace Co., for steam furnished | | 142 50 |
| From Johnson Endowment Fund, refund to principal by— | | |
| E. H. Evenson | $45 45 | |
| Isaac Peterson | 10 00 | |
| E. C. Meland | 109 58 | |
| | $215 03 | |
| | | 27,215 03 |
| From Creamery and Farm Sales after use in experimentation, and for Fertilizer Licenses | | 27,350 21 |
| **From Gifts:** | | |
| From Interest on Jackson Bequest | | 605 00 |
| From Interest Amelia E. H. Doyon Bequest | | 270 00 |
| From Alumni Fellowship | | 400 00 |
| From August Uihlein Fellowship | | 400 00 |
| From Christian R. Stein Fund | | 1,000 00 |
| From Biblical Alliance Fund | | 775 00 |
| From William F. Allen Scholarship | | 250 00 |
| From John C. Freeman Scholarship | | 250 00 |
| From Madison German Philology Scholarship | | 250 00 |
| From Hebrew Lectureship and Scholarship Society | | 250 00 |
| From Henrik Wergeland Scholarship | | 200 00 |
| From Municipal Goverment Scholarship | | 90 00 |
| From Mendota Scholarship | | 30 00 |
| From Sheboygan Scholarship (1900-01) | | 300 00 |
| From Robert Owen Collection, Fund | | 160 00 |

## *University Finances.*

### DISBURSEMENTS.

| | | |
|---|---|---|
| For Agricultural College and Experiment Station | | $32,783 73 |
| For College of Letters & Science | | 135,130 08 |
| For College of Mechanics & Engineering | | 47,682 72 |
| For College of Law | | 14,116 02 |
| For School of Pharmacy | | 7,811 71 |
| For School of Education & University Extension | | 9,117 50 |
| For Observatory | | 6,175 69 |
| For General Library | | 10,554 36 |
| For Agricultural Institute Fund | | 12,907 19 |
| For Administration | | 17,338 44 |
| For Printing & Advertising | | 5,815 53 |
| For Repairs | | 6,486 99 |
| For Heat and Light | | 16,800 95 |
| For Laboratory Supplies | | 12,683 04 |
| For Summer Session | | 9,866 35 |
| For Roads and Grounds | | 3,689 88 |
| For General Account | | 4,166 25 |
| For Agricultural College Heating Plant and Cheese Room | | 17,318 35 |
| For Engineering Building | | 66,708 23 |
| For University Hall | | 18,034 41 |
| For Ventilation of Science Hall | | 317 91 |
| For Horse Barn | | 7,021 23 |
| For Camp Randall | | 44 45 |
| For Insurance Fund, Shop Repairs | | 4,794 85 |
| For Historical Library | | 2,742 40 |
| For Germanic Library Fund | | 2,861 17 |
| For Dairy Herd | | 185 00 |
| For Bills Payable | | 65,000 00 |
| For Johnson Endowment Fund | | 300 00 |
| For Alumni Fellowship | | 400 00 |
| For August Uihlein Fellowship | | 400 00 |
| For Biblical Alliance Scholarships | | 775 00 |
| For Madison Graduate Scholarship in German Philology | | 250 00 |
| For William F. Allen Graduate Scholarship | | 250 00 |
| For John C. Freeman Graduate Scholarship | | 250 00 |
| For Hebrew Lectureship & Scholarship | | 250 00 |
| For Henrik Wergeland Scholarship | | 200 00 |
| For Scholarship in Municipal Government | | 90 00 |
| For Mendota Scholarship | | 30 00 |
| For Fred Vogel Jr. Scholarship | | 125 00 |
| For Amelia E. H. Doyon Scholarships | | 270 00 |
| For Jackson Bequest Income | | 1,000 00 |
| For Lewis Medal Fund Income | | 18 00 |
| Total Receipts & Disbursements | $675,075 69 | $592,797 46 |
| Balance, September 30, 1899 | 23,868 44 | |
| Balance, September 30, 1900 | | 105,146 67 |
| | $698,944 13 | $698,944 13 |

### RECAPITULATION.

| | | |
|---|---|---|
| Total Receipts and Disbursements for two years | $1,176,738 83 | $1,099,968 69 |
| Balance September 30, 1898 | 29,376 53 | |
| Balance September 30, 1900 | | 106,146 67 |
| | $1,206,115 36 | $1,206,115 36 |

## *Statistical Tables.*

### RECAPITULATION.

| DISBURSEMENTS. | | 1898-1899. | 1899-1900. |
|---|---|---|---|
| Amount expended in support of the university.. | $478,706 69 | $507,171 23 | $592,797 46 |
| Amount expended for normal schools..... | 340,623 31 | 302,362 93 | 284,759 73 |
| Amount expended for common schools, including high schools..... | 5,290,506 40 | 5,437,367 32 | 5,735,724 45 |
| Amount for salaries and allowances to county superintendents ..... | 72,063 12 | 72,664 00 | 71,475 00 |
| Amount for maintenance of teachers' institutes | 19,420 00 | 8,794 87 | 11,298 55 |
| Amount supplied by the state for the maintenance of day schools for the deaf..... | 19,175 00 | 22,469 95 | 23,930 89 |
| Amount paid for Webster's dictionaries—first supply to school districts ..... | 2,205 00 | 1,337 00 | 1,890 00 |
| Total amount expended ..... | $6,222,700 02 | $6,352,167 20 | $6,721,876 08 |

### COMPARISON OF AVERAGE WAGES.

Number of teachers and enrollment in counties outside of cities from 1885 to 1900 inclusive.

| Years. | Av. wages, male teachers. | Av. wages, female teachers. | Number male teachers. | Number female teachers. | Total enrollment pupils between 4 and 20 years of age. | Total number of teachers employed. |
|---|---|---|---|---|---|---|
| 1885..... | $44 75 | $28 20 | 2,296 | 7,504 | 259,372 | 9,800 |
| 1886..... | 42 64 | 28 15 | 2,211 | 7,718 | 268,351 | 9,929 |
| 1887..... | 42 25 | 29 58 | 2,224 | 7,846 | 262,214 | 8,832 |
| 1888..... | 43 94 | 28 91 | 2,300 | 7,818 | 265,477 | 10,123 |
| 1889..... | 44 50 | 29 00 | 2,216 | 8,273 | 269,063 | 10,489 |
| 1890..... | 43 50 | 29 00 | 2,222 | 8,302 | 273,561 | 10,524 |
| 1891..... | 44 96 | 29 65 | 2,138 | 8,540 | 274,807 | 10,678 |
| 1892..... | 45 00 | 29 40 | 2,089 | 8,443 | 270,325 | 10,532 |
| 1893..... | 48 70 | 29 48 | 2,093 | 8,478 | 275,840 | 10,484 |
| 1894..... | No. av. | reported. | 2,081 | 8,351 | 288,717 | 10,432 |
| 1895..... | 44 68 | 29 78 | 2,107 | 7,972 | 309,257 | 10,079 |
| 1896..... | 47 04 | 31 02 | 2,176 | 7,712 | 298,530 | 9,888 |
| 1897..... | 44 50 | 30 38 | 2,218 | 7,582 | 306,644 | 9,800 |
| 1898..... | 41 00 | 29 50 | 2,366 | 7,434 | 306,574 | 9,800 |
| 1899..... | 44 89 | 29 78 | 2,247 | 7,496 | 314,150 | 9,743 |
| 1900..... | 43 84 | 31 79 | 2,076 | 8,126 | 316,465 | 10,202 |

## *Statistical Tables.*

### DIPLOMAS AND CERTIFICATES.

Issued and countersigned by state superintendent.

| | All previous to Sept. 30, 1898. | Sept. 30, 1898, to July 1, 1900. |
|---|---|---|
| Normal schools | 2,144 | 917 |
| University | 443 | 33 |
| Private colleges | 157 | 35 |
| Milwaukee high school | 89 | 1 |
| State certificates | 414 | 17 |
| Foreign diplomas and certificates | 108 | 29 |
| County superintendent's certificates | 121 | 16 |
| Totals | 3,476 | 1,048 |

### GENERAL SURVEY.

To the general summary of statistics for the two years 1898–'99, 1899–'00 has been added a summary of statistics for the year 1897–98, taken from the biennial report of that year. These statistics have been added for the purpose of making a comparison of conditions at the close of the year ending June 30, 1900, with the conditions existing at the close of the year ending June 30, 1898. Columns have also been added showing increase and decrease in various items. In order to present certain matters which have not heretofore been set forth in the biennial report, but which seem to be of importance, and matters of information, five new tables have been added.

## *Statistical Tables.*

TABLE A.

Enrollment of pupils classified in counties, not including cities having superintendents, for the year ending June 30, 1900.

| Counties. | No. schools in counties having an average daily attendance not exceeding 10. | Less than 5. | No. schools in counties enrolling more than 5 and less than 11 pupils. | More than 10 and less than 16. | More than 15 and less than 21. | More than 20 and less than 26. | More than 25 and less than 31. | More than 30 and less than 36. | More than 35 and less than 41. | More than 40 and less than 46. | More than 45 and less than 51. | More than 50 and less than 56. | More than 55 and less than 61. | More than 60. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Totals | 635 | 21 | 203 | 383 | 1,272 | 720 | 818 | 800 | 731 | 638 | 459 | 327 | 278 | 894 |
| Adams | 21 | | 5 | 16 | 10 | 9 | 19 | 6 | 7 | 4 | 3 | 2 | | 1 |
| Ashland | 17 | | 4 | 8 | 10 | 6 | 4 | 3 | 2 | | | 1 | | 4 |
| Barron | 9 | 1 | 2 | 1 | 11 | 12 | 20 | 13 | 6 | 18 | 2 | 4 | 11 | 19 |
| Bayfield | 25 | 1 | 10 | 10 | 3 | 5 | 3 | 6 | 3 | 11 | 6 | 3 | 4 | 1 |
| Brown | | | | | 1 | 3 | 8 | 8 | 17 | 8 | 4 | 3 | 1 | 43 |
| Buffalo | 11 | | 5 | 4 | 5 | 11 | 15 | 19 | 19 | 9 | 9 | 8 | 9 | 13 |
| Burnett | 4 | | | 2 | 2 | 6 | 8 | 5 | 4 | 4 | 4 | 2 | 1 | 7 |
| Calumet | 4 | | | 1 | 5 | 8 | 6 | 7 | 4 | 5 | 3 | 1 | 4 | 13 |
| Chippewa | 31 | | 1 | 10 | 21 | 22 | 29 | 15 | 17 | 6 | 5 | 1 | 6 | 16 |
| Clark | 12 | 2 | 9 | | 11 | 12 | 10 | 31 | 32 | 8 | 9 | 4 | 6 | 22 |
| Columbia | 18 | 1 | 3 | 3 | 15 | 26 | 18 | 23 | 11 | 8 | 6 | 7 | 4 | 13 |
| Crawford | 8 | | 4 | 7 | 4 | 13 | 11 | 17 | 9 | 8 | 6 | 4 | 3 | 11 |
| Dane | 1 | | 1 | 4 | 21 | 24 | 40 | 52 | 32 | 20 | 18 | 11 | 8 | 14 |
| Dodge | 3 | | 3 | 16 | 18 | 24 | 29 | 19 | 28 | 28 | 28 | 9 | | 15 |
| Door | 5 | | 1 | 21 | 1 | 1 | 3 | 6 | 9 | 6 | 4 | 6 | 7 | 24 |
| Douglas | 1 | | 1 | 1 | 7 | 6 | 3 | 4 | 2 | 1 | 4 | 2 | | 1 |
| Dunn | 9 | | 1 | 8 | 11 | 7 | 14 | 15 | 15 | 14 | 7 | 11 | 8 | 17 |
| Eau Claire | 10 | | 1 | 3 | 9 | 3 | 11 | 11 | 8 | 8 | 7 | 17 | 3 | 10 |
| Florence | 2 | | | 4 | 1 | 2 | 2 | | | 2 | 3 | | | 3 |
| Fond du Lac | 22 | | 1 | 8 | 25 | 27 | 30 | 19 | 19 | 18 | 5 | 11 | 7 | 6 |
| Forest | | | | | | | | | | | | | | |
| Grant | 31 | | 2 | 12 | 35 | 24 | 40 | 44 | 28 | 6 | 4 | 6 | | 13 |
| Green | 19 | | 1 | 5 | 13 | 19 | 19 | 15 | 11 | 11 | 7 | 6 | 7 | 8 |
| Green Lake | 19 | | 2 | 6 | 12 | 6 | 10 | 7 | 10 | 4 | | 1 | 2 | 10 |

## Statistical Tables.

| | | |

*General Report.*

Table A furnishes a classification of enrollment in counties, not including cities having superintendents. From this table it appears that there are

21 schools in the state with a total enrollment of less than 5,
203 schools in the state with a total enrollment between 5 and 11,
383 schools in the state with an enrollment between 10 and 16,
1,272 schools in the state with an enrollment between 15 and 21,
720 schools in the state with an enrollment between 20 and 26,
848 schools in the state with an enrollment between 25 and 31,
860 schools in the state with an enrollment between 30 and 36,
734 schools in the state with an enrollment between 35 and 41,
638 schools in the state with an enrollment between 40 and 46,
459 schools in the state with an enrollment between 45 and 51,
327 schools in the state with an enrollment between 50 and 56,
278 schools in the state with an enrollment between 55 and 61,
894 schools in the state with an enrollment more than 60.

From data furnished by county superintendents' reports, it further appears that there are 955 of these schools having an average daily attendance of not more than ten.

An examination of the table will show that these small schools are not confined to the recently settled portions of the state, but that on the contrary they are found more largely in the older portions of the state. The small schools in the northern and north-central parts of the state are due to the fact that that section is at present but sparsely settled. As the population increases most of these schools will show an increased attendance. The fact that in the newer counties the township system of organization exists will make it possible to consolidate the small schools readily, and thus obviate the evils attendant upon the maintenance of a school with a number of pupils so small that no interest, enthusiasm or emulation is developed, and will also secure better teachers than are ordinarily hired to conduct the smallest schools. In the older settled portions of the state, many of the schools which have an average attendance of less than ten at the present time, had a few years ago, an attend-

ance two or three times as large. This result is due to changes in conditions which cannot be controlled. Similar conditions will arise in other portions of the state as time goes on, affecting the school population and also reducing the attendance from what it now is in many of the schools. The census shows that in a number of the older counties in the state, the school population is less than it was ten years ago. With practically one-sixth of the district schools having an attendance so small that good work cannot be done, and with the poorest grade of teachers employed, it is evident that something is needed to remedy this condition. It is undoubtedly true that the township system system of school organization which puts all the schools of a town under a single board comprised of the clerks of each sub-district, and gives that board authority to change the boundaries of districts, consolidate schools, and provide for the transportation of children, is the plan of organization by which the desired reform can be most readily secured. It is not, however, absolutely necessary to adopt this system of organization to remedy existing conditions, in part, at least. The law now provides that any school district may make provision for closing its schools, and sending pupils to adjoining schools, providing for the payment of tuition and for transportation of pupils by taxation. There is no question, however, but that these results can be secured more readily under the township organization, than in any other way, and the law makes provision for the change in any town from the present district organization to the township organization by a vote of the people. The advantages of the plan of consolidation of schools and transportation of pupils at public expense, are fully set forth in a paper prepared by Prof. A. A. Upham, of the Whitewater Normal School, and read before the State Teachers' Association at its session in 1899. The clear and full statements contained in that paper and the importance of the subject treated therein, warrant its publication in this report, and the attention of those interested in the subject is invited to it.

## *Transportation of Pupils at Public Expense.*

### TRANSPORTATION OF RURAL SCHOOL CHILDREN AT PUBLIC EXPENSE.

By Prof. A. A. UPHAM, State Normal School, Whitewater, Wis.

The decline of the rural school and the consequent need of consolidation have been the subject of much investigation. It is well kown that all over the country the migration of population has been towards the cities so that while at the beginning of the century 96 per cent. of the population lived in the country, at the end less than 70 per cent. were left.

In the last 35 years the rural populaton of New York has decreased one-third. Of the 11,000 school districts nearly three thousand, or more than one-fourth, have six pupils or less, and two-thirds have less than 21. Vermont has 153 schools with less than 7 pupils each. Maine has 1,000 with less than 13 pupils each. Wisconsin has 183 with less than 6; 858 others with less than 11; with a total of 3,222 with less than 21 each.

The new conditions demand new adjustments. The adjustment suggested is transportation of rural school pupils at public expense. It is the purpose of this paper to show what the different states are doing and the results of their experiments. To this end I have solicited information from the State Superintendents of all the states and territories, from many of the County Superintendents and township trustees, from patrons whose children were transported, from the drivers of the teams, from the Principals of the central schools, and from the transported children.

From the reports received it appears that eighteen states have a law allowing the transportation of pupils at public expense, and thirteen are availing themselves of the privilege. The following is the list:

| | | |
|---|---|---|
| Connecticut, | Massachusetts, | Ohio, |
| Florida, | Nebraska, | Pennsylvania, |
| Indiana, | New Hampshire, | Rhode Island, |
| Iowa, | New Jersey, | South Dakota, |
| Kansas, | New York, | Vermont, |
| Maine, | North Dakota, | Wisconsin. |

These states have nearly half the population of the United States.

In Maine the committee may transport or pay the board of pupils at a suitable place near any established school. Maine has 1,000 schools averaging less than 13 pupils each. "The fact that school districts have been abolished or that the school committee has suspended schools does not necessarily entitle public school children to conveyance."

New Hampshire and Vermont have laws which allow the use of not more than 25 per cent. of the school money for transportation purposes, and in Vermont this may be done, on a written application from ten resident tax payers, to transport scholars who reside more than one and one-half miles from the school house. The popularity of the movement in Vermont may be judged from the State Superintendent's report that "Within the past ten years the amount expended for transportation has increased over 400 per cent."

The condition of the rural schools and the matter of transportation in Massachusetts is the subject of a special report by G. T. Fletcher, agent of the Massachusetts Board of Education. From this we learn that

## *Transportation of Pupils at Public Expense.*

Massachusetts enacted a law in 1869 providing for the conveyance of pupils to and from public schools. The first town to take advantage of this was Quincy—closing two schools in 1874.

In 1889 Agents G. A. Walton found that the cost of educating pupils in some *small* schools was $50.00 each, while in schools of 25 pupils, the cost was $10.00 each.

The growth of conveyance in Massachusetts is shown by the increased expenditure, $22,000 in 1889–90; $30,000 in 1890–91; $50,000 in 1892–93; $91,000 in 1895–96; $123,000 in 1897–98, and $124,409 in 1898–99.

To ascertain the state of feeling in Massachusetts, Agent Fletcher in preparing his report sent circulars of inquiry to each city and town in the state. About 200 replies were received representing all the different conditions. From this report I select a few points. More than 50 per cent. of the towns report changes in population affecting school conditions.

One town reports cost of schooling in small school $46.82 per year, $16.30 in central building. One district formerly had 60 to 80 pupils, now 13. Many towns have gained in the villages as much as they have lost in the country. "Within ten years 229 towns have practically abandoned the old fashioned district school and in its place have established central graded schools."

One Superintendent reports favorable results after 18 years of trial. Less sickness among transported children, and a saving of $600 annually. Sixty per cent. of the towns raise money by specific appropriation, separate from the regular school fund; 40 per cent. make the regular school tax cover the cost of conveyance. "Fifty per cent. convey the whole distance, in the other towns the children walk to some designated point, except in some cases the carriage goes to each home in stormy weather. In some cases conveyance is furnished only in winter or stormy weather. Sometimes the children are conveyed *to* school but not *from* it except in stormy weather."

As to what is to be construed as a reasonable distance there is much difference of opinion. Age, strength, sex, nature of the road, amount of money, and disposition of the committee seem to be determining factors.

The weight of opinion in the Massachusetts report is decidedly in favor of consolidation and transportation. Frank A. Hill, Secretary of the Massachusetts Board of Education, in a letter dated Nov. 15th says: "The increase from $22,000 ten years ago to $127,000 at the present time measures, I think, in a trustworthy way the growth of the policy of consolidating public schools in our rural towns and transporting children to stronger central schools."

Rhode Island has a law, and is transporting. Emphasis is here laid upon the increased attendance; two schools having together graduated ten pupils in two years, and after consolidation, 16 pupils in one year, an increase of over 300 per cent. in the number of those who remained through the upper grades.

In Connecticut the law authorizes the school visitors to close small schools and unite them with the schools of adjoining districts. The Connecticut report for 1899 gives the number of schools closed as 84. Number of children transported, 849. Approximate cost, $12,000. The children are mostly conveyed the whole distance. Sometimes they gather at the old schoolhouse, or at some convenient point from which the team starts. In some cases all who live more than a mile away, or some other fixed distance, are carried without regard to distance. Sometimes the town owns the vehicle and hires the driver. In one town a sum per day, depending upon attendance, was paid to parents. In one town

## *Transportation of Pupils at Public Expense.*

$20.00 per term, for each family or group of children, was allowed and deduction made for absence. It was noticed that the attendance was good in such cases. The expense is less than the cost of maintaining schools. One town expending $292.00, effects a saving of $300.00 yearly. The vehicles are covered and made comfortable by blankets and rugs. In all cases emphasis is laid upon the fact that the driver should be selected with much care.

In Connecticut the amount expended runs from $10.00 per year in the town of Bozrah to $1,380 in Windham. Ashford pays a family or group of children living two or more miles from school $20.00 per full term. They pay the same whether the children are carried or not. Under those conditions the children become quite robust and able to walk.

In only one case in Connecticut was the cost increased. The report says: "Transportation is a success."

New York has a law, and in 1898–99 annulled 82 districts. Three hundred contracts were filed during the next year. Pupils conveyed are not enumerated separately, so there are no statistics showing number of pupils conveyed. Contracts were first made in 1896. Twenty-seven in all. The increase to over 300 last year shows the system to be very popular wherever tried.

New Jersey has a law and a few districts have availed themselves of the privilege of transporting, but the sentiment in favor of it is spreading and it is probable that next year more districts will fall in line.

Pennsylvania has a law providing that transportation may be done at a cost not exceeding the cost before closing the school. Here, as in several other states, statistics on the subject do not seem to be available, the school boards not being required to specify the amount of money expended for conveyance. And from no state was it possible to obtain the number of pupils transported.

The southern states are beginning to stir in this matter. The State Superintendent of South Carolina believes in consolidation and is looking up the system.

State Superintendent J. V. Calhoun of Louisiana says: "We are advanced only so far as talking about consolidation of rural schools and transportation of pupils. We are doing something but we need to convince and then find funds."

Florida reports two counties instituting the plan of transporting children. From one of these, Citrus, I learn that they are transporting three small schools four to six miles, 20 pupils at $1.50 per pupil per month. The plan is growing in popular favor and they expect to do more next year. A copy of the notice to bidders specifies a vehicle of sufficient capacity, necessary umbrellas, wraps, etc., to keep the children comfortable, a good and reliable horse and a driver who is trustworthy and who shall have control of all the children—said driver to be acceptable to the Board of Public Instruction, to deliver the pupils between 8 and 8:40 and return them, leaving at 4:05, and to give a $100 bond for the faithful performance of his work. The teacher of the central school is required to make out a monthly report registering the arrival and departure for each day, dates and causes of failure, and if there is any complaint, report it promptly by letter.

Duval County, Florida, is transporting 176 pupils at $303 per month, having closed 14 schools. They began with two schools three years ago and the plan has been very popular. Extra teachers hired cost $448, for what had before cost $490 per month, thus saving $42 per month. Schools of three teachers and 8-year grades were formed. They planned later to reduce 45 schools to 15. The Superintendent says, "We furnish wagonettes carrying 8, 12 and 16 passengers, so there is no difficulty

## *Transportation of Pupils at Public Expense.*

in getting farmers to furnish teams and harness; this is an improvement over other ways."

One of the most noted examples is found in Kingsville, Ohio, a report of which was published in the *Arena* for July, 1889. The Kingsville experiment was made possible by a special act of the legislature passed for the benefit of this one town. This bill enacted that any township which by the census of 1890 had a population of not less than 1,710, nor more than 1,715, might appropriate funds for the conveyance of pupils in subdistricts. The law was based specifically upon the rate of population of Kingsville and was so worded to gain the support of legislators from other sections of the state, who were attached to the old plan, but who would not object to the object lesson. The residents of Kingsville have realized their fondest hopes. The average attendance has much increased and better schools have been provided. Fifty pupils have been conveyed, and the annual cost of tuition has been reduced from $22.75 to $12.25 per pupil. The plan enabled the Kingsville school to open a new room and supply another teacher to the central school, thus reducing the number of grades in a room. The daily attendance has increased from 50 to 90 per cent., thus increasing the return from the school fund invested. Over a thousand dollars was saved in Kingsville in three years.

The law has since been made general in Ohio and is everywhere proving satisfactory. Other townships in Ohio have followed the lead of Kingsville. One county, Madison, reports a decrease of tuition from $16.00 per year to $10.48 on basis of total enrollment, and from $26.06 to $16.07 on the basis of average attendance. But the item of cost is not the most important The larger attendance, more regular attendance, better schoolhouses, better teachers, and the greater interest and enthusiasm that numbers bring are most important.

In another Ohio place, circles are drawn around the schoolhouse one mile and two miles distant. Pupils inside the first circle receive no public aid. Pupils between the two circles receive $1.00 per month, and pupils outside the two-mile circle receive $3.00 per month, and furnish their own transportation.

From the State Superintendent of Indiana I received the names of six township trustees who are transporting children. The work is not yet general enough to have statistical information gathered. From these trustees I received the following information and opinions:

One trustee from Richmond reports 100 children transported from two to four miles at a cost of $527.25, or $5.25 per pupil. This man reports that there was at first opposition to the plan, but that now there is very little.

From Henry County, Indiana, the "Trustee" of New Lisbon reports: "We insist on the very best hack service that can be had, good wagons with springs, weather-proof top, door at rear and window to admit light, cushioned seats and back; carpet on the floor, and four heavy lap robes. Heaters could be used but we have never had occasion to use them. Good teams are essential. All our roads are graveled, and the hacks run on schedule time as closely as a railway train. I make it a point to employ the very best men I can find to drive and care for the children." This man transports about 40 children from two to four miles with two hack lines at $3.00 a day for both. He reports that there was some opposition at first but almost none now. By this plan two schools costing together $6.00 per day are dispensed with, so the saving is $3.00 a day. Four-fifths of a cent a mile is the average cost of transportation.

To the patrons of this school I sent the following questions:

1st. Is your property injured by the closing of the school and trans-

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porting of the children? Most of the answers are in the negative, but two say the property is injured, though one of these says, "The system of central schools is all O. K. if properly conducted. This is the eighth year for central schools and it has been a success."

2d. Do the children suffer in health? The answers are invariably, "No."

3d. Is the close association of children in the carriages worse than when they were scattered along the road? The answers are, again, mostly, "No." One, a woman, answers that she does not think the close association so bad as along the road, if a proper person is chosen as a driver. One patron says, "The control of the children has caused us more trouble than anything else," and he suggests that the driver should make the children behave, and that the first one in should pass to the farther end of the carriage, and thus avoid stepping on toes. Perhaps, by the time the plan has been running as long as street cars, this will be done. Reports say some drivers get along very well, others do not. The same may be said of teachers. One thinks they are much better off with some one to look after them.

4th. Does the eating of cold dinners affect the question much? Answer, "No, they ate cold dinners before the schools were consolidated."

5th. Is the all-day absence from home objectionable? Answer, "This is just the same as before."

6th. What else have you to say for or against the plan– Answers to this will be given in the summary.

Other places in Indiana report as follows: Crawfordsville, transporting 10 pupils, saves $184 annually. In another place two of seven schools have been closed. In another place 20 children are transported for $1.45 per day. Another reports the cost of transporting 10 children two miles, $96 for a term of six months, one-half cent a mile for the distance actually conveyed. One driver reports that he makes a 15-mile trip daily and finds no difficulty in managing the children.

In Illinois there is no law on the subject but some county superintendents are agitating the subject. O. J. Kern of Winnebago County has published in pamphlet form one of the best articles on the subject.

Wisconsin has a law that permits the use of school money to transport pupils living more than a mile and a half from school, by the nearest traveled road. But so far as can be learned there is no organized transportation of pupils, though three counties are contemplating it, viz., Kewaunee, Dane, and Rock.

The school law of Iowa authorizes the contracting with other townships or independent districts for the instruction of children who are at an unreasonable distance from their own school; and where there will be a saving of expense, or increased advantage to the children, the board may arrange for transportation of any child to and from school.

In Winnebago County the plan is conducted on the largest scale of any Iowa place.

Number of children conveyed, 49. Distance two and one-half miles.

Number of teams used, 4. Cost of team and driver, $25.00 per month.

Number of schools closed, 4; six next year.

Plan has been in operation three years.

Estimated saving, $486.00 per year. Two-thirds cent a mile.

Forest City transports 15 pupils at $1.50 each per month, an average distance of 4 miles—cost, three-tenths cent per mile.

Baldwin, Iowa, transports twelve pupils one and one-half miles at an estimated saving of $11 per month. "Pupils meet at the old schoolhouse, and are left at the old schoolhouse at night. If pupil is not on time he is left. Only one has been left and he has not missed twice.

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Result is, pupils are never tardy and attendance is very regular. There is plenty of room for pupils in town so there is no extra expense except transportation." As far as the State Superintendent knows, citizens, teachers and pupils are pleased.

There are in Iowa 233 districts or sub-districts maintaining schools with an average attendance of less than 6, and 2,500 with less than 11. Fifty-three per cent. of the independent and 78 per cent. of the sub-districts have 20 or less. Three-fifths of the pupils are in ungraded schools.

North Dakota has a law, first in operation in July, 1899, that pupils two and one-half miles away may be transported.

South Dakota has a law and many are about convinced that where pupils live three or four miles they could have better schools at less cost by conveying to central schools. I was informed that transportation has been begun but have been unable to learn particulars or localities.

The last legislature of Kansas passed a law providing that where pupils reside three or more miles from the schoolhouse, district boards shall pay to the parent or guardian of such children a sum not to exceed 15 cents per day, for a period of not more than 100 days, for conveying such pupils to and from school. A fresh inquiry failed to elicit information that advantage is being taken of this law.

Nebraska has a law and is working under it in several places, notably, Fremont and Lincoln. One district reports a saving of $70 a month.

In addition to the law providing transportation, Nebraska provides that a district may contract with a neighboring district for instruction of pupils and may transport its pupils to such district without forfeiting its right to share in the state apportionment of school fund. The State Superintendent says: "Best of all is, the pupils are better taught."

But not alone in this country is this consolidation of schools and conveyance being inaugurated. In Victoria, Australia, 241 schools were last year closed, making a saving of 14,170 pounds per annum. The attendance is so regular and the system so popular that applications are constantly made for its extension. A reasonable excuse in Victoria for non-attendance upon public school is that the distance is:

Two miles for a 9-year-old child,

Two and one-half miles for 9 to 12-year-old child, and

Three miles for a child over 12 years of age.

Victoria is a little larger than Wisconsin, with about half its population, one-half of which is rural.

### SUMMARY.

From the reports, both printed and written, I gather the following summary of advantages accruing from the plan of transportation of rural school children at public expense:

1. The health of the children is better, the children being less exposed to stormy weather, and avoiding sitting in damp clothing.
2. Attendance is from 50 to 150 per cent. greater, more regular, and of longer continuance, and there is neither tardiness nor truancy.
3. Fewer teachers are required, so better teachers may be secured and better wages paid.
4. Pupils work in graded schools and both teachers and pupils are under systematic and closer supervision.
5. Pupils are in better schoolhouses, where there is better heating, lighting, and ventilating, and more appliances of all kinds.

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6. Better opportunity is afforded for special work in music, drawing, etc.

7. Cost in nearly all cases is reduced. Under this is included cost and maintenance of school buildings, apparatus, furniture and tuition.

8. School year is often much longer.

9. Pupils are benefited by widened circle of acquaintance and the culture resulting therefrom.

10. The whole community is drawn together.

11. Public barges used for children in the day time may be used to transport their parents to public gatherings in the evenings, to lecture courses, etc.

12. Transportation makes possible the distribution of mail throughout the whole township daily.

13. Finally, by transportation the farm again as of old becomes the ideal place in which to bring up children, enabling them to secure the advantages of centers of population and spend their evenings and holiday time in the country in contact with nature and plenty of work, instead of idly loafing about town.

We are in the midst of an industrial revolution. The principle of concentration has touched our farming, our manufacturing, our mining, and our commerce. There are those who greatly fear the outcome. There were those who prophesied disaster and even destruction of society on the introduction of labor saving machinery. We have adjusted ourselves to the new conditions thus introduced. Most of us believe that we shall again adjust ourselves to the new industrial conditions. The changes in industrial and social conditions make necessary similar changes in educational affairs. The watchward of to-day is concentration, the dominant force is centripetal. Not only for the saving of expense but for the better quality of the work must we bring our pupils together. No manufacturing business could endure a year run on a plan so extravagant as the district system of little schools.

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The report of the committee of six appointed by the State Teachers' Association to investigate the conditions and needs of the country schools is also published herewith, as presenting forcible arguments and clear statement of facts relative to these matters.

## *Report of the Committee of Six on Rural Schools.*

### REPORT OF THE COMMITTEE OF SIX ON RURAL SCHOOLS.

The committee of six appointed by this body, one year ago, to make further report on the condition and needs of the country schools, was reduced to a committee of five, much to the regret of all concerned, by the resignation of Superintendent Emery from the committee in the latter part of the year. The remaining members, however, have given such time and labor to the work devolved upon them as the pressure of their daily duties would permit, and herewith present the results of their study and conference.

In the organization and management of a public school system, it would seem to be a cardinal principle that the state is bound to provide equal educational privileges for all the children of school age within its borders. The state undertakes the work of education for its own safety and the common good. And these results can not be attained by any system or policy which neglects the poor or the indifferent, and confers the least of opportunity and care on those who need it most. It is for the interest of every part of the commonwealth that every other part should have its full and free share in the educational ministrations of the state. Otherwise the whole theory of public education is a hollow delusion, without adequate ground or justification.

But along with this principle of equal privilege to all the children of the state, must go the complementary principle of equality of burdens. There should be a just and equitable distribution of the burdens of taxation so that all the wealth of the state shall contribute proportionately to the education of all the children of the state. Since public education is for the common good, and all are alike interested in its results, it follows that one man should not contribute ten times, nor two times, as much per dollar for the common good as another man a few miles away. "The common good demands common support; and justice demands an equal distribution of the burden."

These two principles (1) equality of privileges and (2) equality of burdens seems to us to lie incontrovertibly at the very foundation of state support of education. If, however, it can be held that there is any class of schools which deserves more than another, the fostering care and oversight of the state, it is the common country schools. The country child needs education as badly as any other. Moreover, the life of the city must be continually replenished and invigorated by its draft upon country youth. The city needs quite as much as the country, that the country youth should be decently trained for the duties of life and of citizenship. But the country child is the victim of certain physical disadvantages which sorely handicap him in his efforts towards even a moderate degree of culture. It is for the interest of the state at large that these disadvantages should be reduced to the minimum and not be aggravated by any removable defects of administration.

The first question to be asked, then, and a vitally important one, is the question whether the state is making all due and possible effort to secure to the country youth their full and equal share in the privileges of, and opportunities for, that elementary education which is the birthright of every American citizen. To this question but one honest answer is possible, and that a negative one.

Whether the country schools are absolutely less efficient and fruitful than a generation ago is not a question of vital moment. We only waste breath and confuse the real issue by the discussion of that proposition. The unquestionable fact to which our earnest attention should be directed in this, that *the country schools are by no means as good as they*

*ought to be and might be*, and that they are not keeping pace with the city schools in progressive excellence. The city school has, *relatively* speaking, good teaching, fair classification and close supervision. The country school, still speaking relatively, has poor teachers, crude classification, and little supervision.

But it is not alone in comparison with the city schools that the country schools are failing to sustain themselves. There is abundant evidence that *they are not keeping pace with the material progress* of the people. Country people are not now exerting themselves to such a degree, or making such sacrifice in the cause of public education as they did twenty-five years ago. It seems to be the lamentable fact that the country schools are not now held in that high favor by the people at large which they once enjoyed and to which they are indeed entitled. The causes of this diminished regard will be considered farther on.

Whoever seeks a way to better the condition of the country schools and to give to them a higher place in public regard must first essay a double diagnosis. He must inquire carefully into the causes which impede the progress of rural education, and, at the same time, into the reasons for a diminished interest on the part of the farmer class in their own schools.

Fortunately, it does not require any superhuman wisdom or insight to discover what are the chief evils which beset the country schools. Their great, comprehensive defect is in the quality of the teaching itself. *Poor teachers*, in so great a proportion to the whole number, are the bane of the rural school. Country teachers are, in most cases, young, immature, half-trained, ineffective, and lacking in professional ideals and ambitions. They undertake one of the most delicate, exacting and responsible of all callings, with little experience of life, and with little knowledge of the world or of human nature and its vital needs.

It is true that many bright and worthy young people enter the work of country teaching, but the majority do not remain in the work long enough to acquire that maturity of character and judgment, breadth of knowledge, and insight into educational problems which time and experience alone can give. Matrimony claims many, and sometimes none too soon. Greater rewards in other lines of labor withdraw many more; while of those who are found really successful in the work of teaching, the best are gradually gathered into the city schools of the land, through the greater watchfulness of city school officials and the greater emoluments which they offer. The teaching force of the country schools thus includes two classes of unfit teachers, the callow, apprentice class with no adequate conception of the work they so lightly undertake, and the "old stagers" who remain year after year in the work because nothing else opens to them, as unfit in the end of their career as in the beginning. We would not overlook nor forget a third class of earnest, faithful and insufficiently rewarded teachers, who relieve the situation and save it from utter hopelessness; but the two classes just described constitute a clear majority.

If we could place in the country schools as competent a body of teachers as are now found in most city schools, there would still be a rural school problem; but it would be far less formidable and refractory than it now is. We come, then, to a consideration of the reasons why the country schools have not as competent a body of teachers as the city schools. This bring us face to face with the financial obstacle to the greater efficiency of rural education. While farmers may have considerable property, they have not, as a class, much ready money. In most cases they have risen from narrower circumstances, and have been schooled to close economy, in some lines at least. They are not flush-

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handed, and other wants seem to them to press more closely than the better education of their children. For this and other reasons, the wages of country teachers are kept, in most cases, at so low a rate as to utterly preclude the securing of efficient teaching. We do not feel disposed to charge the low wages of country teachers wholly to parsimony or niggardliness on the part of the farming class. The fault lies in their standards of relative value and their lack of ability to distinguish good teaching from bad. Schooling is schooling to them, and they cannot understand how bad an investment poor teaching is at any price.

The recognition of this fact brings to view a second reason why country teaching is so often dear at any price, viz.—the woeful and devastating lack of discrimination in the selection and employment of teachers. There are many more would-be teachers than there are schools. There is room and opportunity, therefore, for selection. If country school officers would exercise the same care and wisdom in the selection of teachers that the same men would exhibit in the purchase of breeding animals, the average quality of country school teaching could be noticeably improved. But teachers are a commodity concerning which they have little skill in judging.

The rural schools of Wisconsin are administered by nearly 20,000 local officials. Many of these are unable, themselves, to read or write; few of them have the training or the experience which would qualify them for the task of school administration. Says one county superintendent of large experience: "The school officers as a rule are ignorant, so far as a knowledge of schools is concerned. They do not know a good teacher by her work, nor how to provide for a good school." Says another, one of the most active and earnest of our superintendents, "Not more than twenty per cent. of the school officers in this county attend to their duties or understand them." And we have no right to expect anything better under our present system. Is it reasonable to suppose that rural Wisconsin can furnish 20,000 persons able and willing to exercise such wisdom and discrimination as is needful for the selection of the best teachers out of the swarming army of half qualified young persons who covet even the small stipend of the country teacher? Here indeed is the weakest point in our public school system; and one reason for the superior excellence of city schools is found in the higher grade of school officers made possible, at least, by the larger unit of school administration.

A third obstacle co-operating with inadequate compensation and the ignorance and indifference of most district officers, is found in the sparseness of population, especially of child population in the rural districts of the greater part of the state. More than one-fourth of the country schools of Wisconsin have a total yearly enrollment of less than 20 pupils. Six per cent. have a yearly enrollment of less than 10 pupils. There is strong reason to believe that less than one-half of our country schools have an average attendance of 20 pupils. Taking the second superintendent district of Rock county as an example, we find that out of 81 rural schools only one had an average attendance of 30 pupils, while 20 schools had an attendance of less than 10 pupils, and 65 schools, or 80 per cent. of the whole had an attendance of less than 20 pupils. The average attendance for the whole 81 schools was only 16½ pupils per school. In Lafayette county, for further instance, out of 114 schools, 20 have an average attendance of less than 10, and 75 average less than 20 pupils. The daily average for the whole county is 19 pupils per school. We estimate that probably 1,000 teachers in Wisconsin are spending their time on less than 10 pupils daily.

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It is too much to expect of ordinary human nature to imagine that a school district having only a dozen, or half-dozen, of children in school will take that interest in their education which is necessary to the proper selection and adequate compensation of a good teacher. On the whole, the most stubborn and serious handicap on the country schools lies here, that the people of a district having few children *will not* tax themselves to the degree necessary for providing efficient teaching. In such cases, the few children actually in school lose interest and gradually drop out or go elsewhere; and thus the situation goes from bad to worse. And it is simply impossible that even a good teacher should keep up effort and ambition when surrounded by only a discouraged handful of pupils. One can hardly imagine a surer way to spoil a promising young teacher than to set her to marking time in such a school. All enthusiasm, all energy, and ambition must soon evaporate.

Thus far, we have dwelt on the reasons why poor teaching is so generally the lot of the rural schools. We must now pass to another factor governing the condition of these schools. Whether teachers be good or bad, there is need of co-ordinating and unifying oversight, of intelligent, forceful supervision. But where teachers are largely inexperienced, untrained and shifting in tenure, there is an absolute necessity for such supervision to save all effort from being wasted through misdirection and isolation. Not the least of the evils besetting our country schools is found in the sheer inadequacy of our county superintendency to meet the needs of the case. And, in this, we lay no fault at the door of the superintendents themselves. Under the conditions which exist in our rural regions, the distances to be traveled, the condition of roads, etc., it is a physical impossibilty for the most enterprising and faithful superintendent to discharge the functions of genuine supervision toward more than fifty separate schools. But consider the conditions which exist. There are county superintendents, not a few in Wisconsin who yearly act the solemn farce of "supervising" from 200 to 300 scattered country schools. Under such circumstances, what can a superintendent do for the help, guidance or uplifting of the young, needy teachers under his nominal charge? He can be little more than a dispenser of third grade certificates. Two-thirds of all the county superintendents in Wisconsin find it hopelessly impossible to do for their schools that which most needs doing. Each one is like a hen trying to cover a hundred eggs. And their disability grows not alone out of the impracticable amount of territory which they must overlook—overlook is the word—but quite as much out of the fact that their office is "in politics," that they must so continuously silence their official conscience at the dictate of the law of self preservation. It is unjust and a continual menace to a strong, vigorous administration to allow this important office to be at the mercy of the popular vote. No official is so subject to public criticism as the county superintendent, because his work brings him into daily contact with the people, through teachers, pupils, parents, and school boards; and the polls afford only too safe and convenient an opportunity to "get even" for fancied grievances. Further emphasis is furnished by the fact that at the last election, when there was no political overturn, *40 per cent.* of the county superintendents in the state were denied a re-election.

Yet another element in the present condition of the rural schools calls for consideration, viz.: The effect of city schools and higher institutions on the country schools. It has been so often, and confidently asserted in late years, that the country schools are depleted by, and thus suffer injury from, the high schools and the preparatory departments

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of the normal schools, that it seemed to us worth while to make a thorough investigation of this matter. Accordingly a canvass was made of the state with the following results, of which a fuller statement may be found in the Wisconsin Journal of Education for November.

During the school year of 1897-8, there were 3,452 non-resident pupils enrolled in the 208 high schools of the state, being 21.6 per cent. of the whole enrollment in those schools. In the preparatory departments of the normal schools 214 country pupils were found, making with the high schools, 3,666 country pupils. But it is to be remembered that these are largely persons who hold common school diplomas, or have completed the work of the country schools. We estimate that not more than one-third of these would be in the country schools, even if higher schools were closed to them. One-third of 3,666 is 1,222.

But in the high school towns we found 1,530 country pupils enrolled in grades below the high school, with 163 more in the model departments of the normal schools. Furthermore, there are in the state 87 graded schools of three or more rooms, but without a high school department. In these we found 718 non-resident, country pupils. Combining results we have a total of 3,633 pupils drawn from the country schools by the combined attractions of normal, high and graded schools. We have, in round numbers, 6,400 country schools. Dividing the 3,633 pupils among the 6,400 schools, we find that each school has suffered a loss of 56⅞ per cent. of one pupil each, or about one pupil in two years. This does not seem a destructive loss. These figures effectually explode the popular assumption that the preparatory departments of the normal schools are injuring the country schools, since they all combined draw less than one-eighteenth of a pupil annually from each country district.

But it remains to be said that the high schools do exert an appreciable influence, indirectly to the disadvantage of the country schools by detracting from the interest felt in those schools locally. The few leading people in every district who have a purpose to educate their children well, look over the country school to the high school or other institutions beyond. And the fact that many of the better class of farmers are constantly leaving their farms to renters and moving into town to give their children the better advantages there afforded, has two bad results. It leaves a renter for a school patron, and it makes the remaining farmers discouraged and dissatisfied with their school. But perhaps the worst effect of city on country schools is to be found in that laudable competition by which the cities gather in the best teachers, by paying better salaries and exercising more intelligence in the selection of teachers, and thus leave the "culls," the weak, the immature, and the unambitious to wreak their incompetency on the country children.

With this diagnosis of the actual condition and prospects of the schools themselves, and this exposition of the inequality of privilege entailed upon the country child, let us turn to consider, as briefly as may be, the inequality of burdens imposed upon the country taxpayers. If man had exhausted his ingenuity in seeking a device to produce inequality of taxation for this common good, he could not have scored a completer success than in the adoption of the small-district system prevalent in Wisconsin. These thousands of school districts make no approach to equality in either territory, wealth or population. The injustice and mischief which this works may perhaps best be shown by some examples from different parts of the state. A much more extended showing could easily be made if time allowed. But a few instances must suffice.

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Let us compare two prominent counties. Manitowoc county is well to-do in material ways and is rich, beyond most counties in the state in children. There is reason to believe that it has suffered less mischief from the small district system than perhaps any other in Wisconsin. Let us observe its inequalities in local taxation.

In the town of Franklin: Dist. No. 13 enrolls 35 pupils and raises on these by district tax, $4.28 per capita. Dist. No. 1, with 62 pupils, raises 80 cents per capita.

Town of Cooperstown: District No. 5 raises $3.61 per capita on 28 pupils; No. 2, 64 cents per capita on 78 pupils; while No. 3, with 80 pupils levied no district tax at all.

Town of Manitowoc Rapids: No. 11 raises $5.28 each on 52 pupils, and No. 1 raises 71 cents on 35 pupils.

Town of Newton: No. 1, with 90 pupils, raises $6.10 per capita, and No. 6, with 71 pupils raises $1.04.

Town of Two Rivers: No. 2, with 21 pupils, raises $16.38 per capita while No. 6, with 65 pupils, raises 76 cents each.

No. 3, in the town of Mishicott, raises $10.32 per capita on 49 pupils, while four districts in the county raise no district tax whatever.

Thus in Manitowoc county, where country school conditions are thought to approach the ideal, there is a range in district taxation from $16.38 per enrolled pupil down to nothing at all.

Rock county is also a wealthy county, but it is no longer rich in children. We find here such inequalities of local taxation as these.

Town of Beloit: Dist. No. 8, with 31 pupils, raises $4.03 per capita; No. 4, with 8 pupils raises $21.87 per capita.

Town of Bradford: Joint Dist. No. 14, with 40 enrolled, raises $4.77 per capita: No. 6, with 18 pupils, raises $12.50 each.

Town of Johnstown: No. 2, with 38 enrolled, raises $3.94 per capita; No. 5, 14 pupils, $17.85 per capita.

Town of Lima: No. 9, with 35 pupils, $3.37 per capita; Joint No. 5, with 7 pupils, $25 per capita.

Town of Rock: No. 7, $3.64 per capita on 48 pupils; No. 5, $11.75 each on 20 pupils. Dist. No. 3 in Clinton raises $3.12 per pupil; while Dist. No. 12 in Turtle, whose schoolhouse is only one mile from the city limits of Beloit, raises $28.57 per capita on seven pupils, for a six months school.

Here, then, are districts only a few miles apart in one of which the per capita of local taxation is nine times what it is in the other. And in Manitowoc county the per capita rate in one district is 23 times what it is in another, making no mention of districts which raise nothing. The average rate per enrolled pupil in Manitowoc county, as a whole, is $3.10. In Rock county, as a whole, it is $6.41, more than twice as much, while in the eastern half of the county it is $7.14. In Rock county, the very lowest per capita rate of district taxation is greater than the average rate in Manitowoc county.

It is a matter for regret that we have not found time to gather facts concerning the inequality of burdens as reckoned on the basis of assessed valuation of property in the districts. This is a work which ought yet to be done.

Returning to the condition of the schools themselves, and the quality of the results they are accomplishing, we recapitulate as follows: The country schools are suffering very generally and seriously from poor teaching due (1) to inadequate compensation, which prevents teachers from making more adequate preparation for their work and drives the better grades of talent into the city schools or into more remunerative callings; (2) to the lack of intelligence and discrimination shown by

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the majority of school officers in the selection of teachers, and their failure to get as good service as might be got; and (3) to the unequal distribution of pupils, some schools having more than can possibly be well taught by one teacher, while others, and by far the larger number, have so few as to be destructive of interest on the part of patrons, pupils, and teacher alike. Accessory evils are found in the grievous inadequacy of supervision under present conditions—an evil easily avoidable by a more liberal expenditure for this purpose—and in the indirect influence of city schools, tending to diminish the interest of the rural population in their own schools, and drawing the cream of the teaching profession steadily away from the country.

It might seem, then, that the country school is the victim of inexorable natural conditions, laws of nature, so to speak, from which it has no hope of deliverance. Even Dr. Harris, U. S. Commissioner of Education, writes to this committee, "I have been in despair in regard to the improvement of the rural schools since 1870 and up to the time of writing my part of the report of the committee of twelve." But we must not accept any hopeless or pessimistic view of the future of the rural school; though it is true that new conditions now environ it. The conditions of forty years ago can never return; nor is it desirable that they should. We must rouse ourselves from our Rip Van Winkle nap and push hard to create new conditions more genial and less perverse than those which now prevail. And, first of all, we must face existing facts and not thrust our heads, ostrich-like, into the sand to delude ourselves into a sense that all is well. We must agitate; we must investigate; we must not let the public mind be hushed to sleep with the assurance that there is nothing the matter and that we can not help it, anyhow. But we must not be content with criticism and analysis. We must put forth constructive and remedial effort.

We must consider, then, what agencies will best accelerate the slow and halting progress of the country schools. These schools will never reach their best estate, never satisfactorily fulfill the ends for which they exist, *until more money is spent on them.* We must remember that in education more than anywhere else, "there are no cheap things;" the cheapest is the dearest. Better prepared and matured teachers, better supervision, better schoolhouses and equipment, all mean greater expenditure.

But good schools do not call for extravagance; they call only for a wiser *economy*, in the true sense of the word. We ought to be getting better returns from even our present outlay. The first essential to this is better administration: but this means more intelligent, public-spirited, and faithful school officers; in short, *better men* in charge of school interests. That system of school administration is best which will tend most surely to put such men in charge of school affairs, and especially of the selection of teachers.

It is thought by some that the apathy and indifference of the farmer class towards their schools could be removed and a fresh interest and faith in universal education be aroused by a remodeling of the course of study of country schools, introducing and emphasizing new studies or exercises calculated to stimulate a love for rural life and pursuits. To make such a departure practicable and successful, would involve also a new departure on the part of our normal schools in the way of a new and differentiated preparation of teachers for this new work, which to be vital and effective, must be presented objectively, and not after the traditional text-book methods. Your committee are not agreed as to what might be reasonably expected of such a movement; but there are those in the land who have confidence in the value and efficacy of such

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a change in the country school curriculum; and their proposals should receive thoughtful attention.

To bring to a focus all that has thus far been said, it seems clear to this committee that three advance movements are essential to secure the proper development of the country schools:

1. A remodeling of our system of supervision, in which the county, regardless of size or population, is made the unit of supervisory organization, and the substitution of a new unit such that no superintendent shall be charged with the supervision of more than seventy schools as the outside limit. Along with this, should go such a change in the manner of appointing superintendents, and in the tenure of office, as will give them greater independence and make it no longer dangerous for them to discharge their responsibilities faithfully. Such a change would add but slightly to the burdens of any tax-payer and would greatly diminish certain evils from which the schools are suffering. It would seem that the time is now ripe for a vigorous movement in this direction.

2. The consolidation of weak districts and the elimination of at least all schools averaging less than ten pupils each, except in special or peculiar cases. This consolidation would, naturally, involve provision for the free transportation of pupils living at long distances from the school. The number of schools and schoolhouses in Wisconsin could be greatly reduced to the benefit of all concerned. Fewer and better located schools, with better teachers, better classification, better equipment, and a revived local interest are easily practicable whenever we can cut loose the bonds of inertia and tradition which yet invest us.

3. The lodging of school administration in fewer, more intelligent, and more responsible hands, to the end that greater care and discrimination shall be exercised in the employment and support of teachers.

The two measures last mentioned are so closely related, so largely necessitated by the same causes, namely our suicidal small-district system, that their accomplishment must be sought by the same means, and at the same time. Consolidation of weak schools into stronger ones, and consolidation of school administration into fewer and better hands, these are the great means for the regeneration and higher development of the country schools.

This is an age of consolidation, in business, in industry, and, let us believe, in education. Says Supt. Stryker, of Kansas: "Combination and concentration are the order of the day. This concentration, this combination, this division of labor, this increased skill of each laborer, this increase in the product, this crowding out of the smaller by the larger, must continue until it becomes universal in every department of human activity." The rural school will be no exception. It is only a question of time, and a question of how to accomplish the change with the least friction.

The small district as a unit of school administration *must go*, sooner or later; what shall take its place? There is something to be said for the *county* as a unit. That is already the unit in most of our southern states. But the political township is more in consonance with the traditions and practice of our northern states. The township is our natural and historical unit of political administration. No smaller unit has ever been successful; indeed, no smaller unit has ever been attempted except in this one particular of school administration. The whole logic of our political development points to the township as our unit of local government.

But we are not left to mere theorizing. The township as a unit of school organization has been thoroughly tested and thoroughly ap-

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proved. Some states like Indiana, Ohio, Pennsylvania, and Massachusetts, have given it long and satisfactory trial. Others, like Maine, Vermont, and New Jersey, have more recently fallen into line, but are enthusiastic in praise of the new departure. It seems pertinent and useful to introduce here the testimony of these states to the merits of the township system, as embodied in letters to this committee from their state superintendents. These are not ancient deliverances, but up-to-date expressions of current experience, viz.:

FROM THE STATE SUPERINTENDENT OF INDIANA.

Indianapolis, Nov. 29, 1898.

"Concerning the township system, I have this to say: I think it is the proper unit of school management, because in this unit the adjustment and readjustment of school districts may be made much easier than when the district is the geographical unit. I think the people of Indiana would not go back to the district system under any consideration. In the first place it is very convenient for the state department to reach the educational officers of the state since the number is comparatively small. All told, the school officers of Indiana are about 1,200. Then, making a county board of education out of the school trustees of the township enables the county superintendent to unify and classify the work of his county through this agency. I feel sure that the township system is by far the most economical one. In some of the recent comparisons of the district and township systems the authors have made the statement that the township system is much more expensive than the other; but these persons have failed in making their comparisons to show the conditions in the district-system states. In the comparison above referred to, there was nothing said about the very low salaries and about the very large number of teachers who were nothing more than young girls. In Indiana, one rarely enters the profession under eighteen years of age, and a very large per cent. of our teachers are mature; they are persons of from twenty to fifty years of age; many of them remaining in the work from three to thirty years. The teachers of our country schools very rarely teach for less than $30 per month, many of them receiving as high as $50 and $60.

Under the township unit system we have also organized the township institute, which is one of the most important factors in our system at this time. These institutes are held once a month, at which time the teachers in many instances conduct the institute very much like model normal schools.

This system has made it possible for us to do more with the Young People's Reading Circle than we could have done otherwise. The Teachers' Reading Circle has been made more helpful, it seems to me, than it could possibly be under the district system. I may be very biased in my views, but it does not seem to me that there is any end to the argument in favor of the township unit system as compared with the district system."

FROM THE STATE SUPERINTENDENT OF OHIO.

Columbus, Dec. 5, 1898.

"The township system has this distinct advantage over the small-district system of school administration, viz.: Pupils may be transferred easily from one school to another; taxes may be levied more equitably, and public sentiment quite as freely consulted. We have tried both in this state."

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Maine, Vermont and New Jersey all changed to the township system in 1893. After five years of trial this is what they say:

FROM THE STATE SUPERINTENDENT OF MAINE.

Augusta, April 9, 1898.

"Since the township system went into effect in 1893, we have reduced our schools by something over one-fifth. Under the old system, about half of the teachers were relatives of the school officials. At present, that number is reduced to about one-fifth.

The time which teachers remain in the same school is materially increased. A larger proportion of our teachers than ever before are scholastically and professionally fitted for their work because of the greater care which has been used under the township system in the selection of teachers.

More has been done in repairing and improving the schoolhouses in the past five years than in the previous fifteen.

Many who formerly bitterly opposed the law are at present among its ardent supporters.

The township system will not cure all the evils from which the public schools are suffering, but under it we shall have better teachers, longer terms of service, more suitable physical surroundings, and hence better schools."

FROM THE STATE SUPERINTENDENT OF VERMONT.

Montpelier, Nov. 20, 1898.

"The town system has been in operation in Vermont since April 1, 1893. The system has greatly minimized the evils indicated in your paper. It equalizes taxation in the towns themselves. Under the district system there was great disparity in the taxation in the different districts. The system secures better teachers, and gives them greater permanency. Under the town system there is a consolidation of schools. In Vermont there was a reduction from 171 to 65 schools of six pupils or less made by the transition from the district to the town system. By the introduction of the town system, the expenditure of transportation was doubled."

FROM THE STATE SUPERINTENDENT OF NEW JERSEY.

Trenton, April 27, 1898.

"The township system has certainly tended to diminish the number of feeble schools in New Jersey, and is destined to accomplish much in that line. The matter of discontinuing small schools and transporting pupils is now under consideration by many of our school boards, and an enactment of our last legislature for this purpose will, I believe, give this move a great impetus. Without the township system concentration of pupils would be impracticable.

The general influence of the system has been to advance teachers' wages, make changes less frequent, and to improve our schools. There is a very decided and growing sentiment in favor of increasing our high school facilities, and this is also another result of our township system and made far more feasible through its establishment.

The general effect of the township system in New Jersey is unmistakably a good, long, decisive step forward. We will never go back to the neighborhood district system.

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The township system is permissory in Wisconsin, and is now in use in the whole or some part of eighteen counties, all in tne northern part of the state. The endeavor has sometimes been made to draw conclusions from the experience of those counties unfavorable to the more general adoption of the township system. This committee has, therefore, sought the testimony of the county superintendents in those counties as to the workings of the system under their observaion. With very few exceptions, the response is highly favorable to the township unit. To summarize briefly, two-thirds of these superintendents unqualifiedly endorse the system on all points; while only two or three question its superiority, on the whole.

Says one: "We get better results from the township system than could possibly be gotten from the district system."

Says another: "The secretaries of our townships are invariably men of more experience and more competent than the average member of the district school board; and having more practice in providing for the schools and engaging teachers, they are better qualified for the work."

Another says: "Judging from six years' observation, I will say that the township system is much to be preferred. The schools are better and more uniformly equipped, better wages paid, and better teachers hired for a year at a time."

Yet another writes: "The school board in the small district, seldom the best and most progressive men, for such positions, seek to engage the services of that teacher who will teach their school for the least wages. The executive board under the township system is usually composed of a different class of men. They are intelligent and are interested in the schools. They take pride in having good schools and having them well taught. They engage the services of good teachers, pay them good wages, and supply them with the necessary schoolroom aids, and do not discriminate in any manner in favor of one district more than another."

It is a matter for regret that the letters received from these superintendents can not be quoted more numerously and more at length. It should be noted that the testimonies just given are all from superintendents who have contact with both systems.

The township system in Northern Wisconsin exists under peculiar conditions. The motives which originally led to its adoption were not always above question; but it seems undeniable that it has brought great educational benefits to that region in spite of the "sharp" and even unscrupulous methods sometimes used in its financial application. That now and then a superintendent is dissatisfied with some of its features, or that, in rare instances, a town relapses into the small-district system, seems to us to weigh little against the general testimony in its favor.

Your committee do not imagine that the township system would prove an immediate and complete corrective of all the limitations of the country schools. Such a panacea can not even be hoped for. But we are convinced that its substitution for the present system would prove highly advantageous to rural education, and would greatly alleviate the most serious features of its present condition. Whether the time has arrived when direct effort should be made to secure legislation to this end, is a practical question on which we can not make a dogmatic declaration. But we are fully persuaded that such a movement, when made, should be "centrally initiated." It must be brought about by positive exactment of the legislature, just as the present school library system was. No administrative reform can afford to wait until the unintelligent and indifferent are informed and persuaded. Those who see

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the truth must cry aloud; and those who have authority must exercise it for the general good. Upon them the responsibility rests.

We recommend that a committee of five on rural schools be appointed by this association to co-operate with the state department of education in urging upon the legislature all practicable legislation tending towards greater efficiency in the work of the country schools, greater equity and liberality in their support, and greater thoroughness and independence in their supervision.

ALBERT SALISBURY,
J. W. STEARNS,
ANNIE E. SCHAFFER,
FRANK W. BIXBY,
DAVID THRONE,
*Committee.*

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Table B presents a classification of teachers' wages. The usual statistics on the subject of teachers' wages are in the form of averages which give little information as to actual conditions. For instance, in one of the counties there are eight schools paying fifty dollars per month, thirty-two paying twenty dollars per month, the average wages of these forty teachers is twenty-six dollars, which gives no idea as to wage conditions in that set of schools. From this table it appears that there were last year

174 teachers receiving less than $20 per month,
2,764 teachers receiving between $20 and $26 per month,
2,893 teachers receiving between $25 and $31 per month,
1,393 teachers receiving between $30 and $36 per month,
776 teachers receiving between $35 and $41 per month,
425 teachers receiving between $40 and $46 per month,
254 teachers receiving between $45 and $51 per month,
238 teachers receiving more than $50 per month.

This table sets forth in detail the facts for each county in the state on the above mentioned basis of classification, but still leaves something to be desired.

From the statistics as gathered for many years in this office, it has been impossible to separate the wages of teachers in the rural schools of one department, from the wages of teachers in

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graded schools maintained in the cities and villages under the supervision of county superintendents. It is probable that most of the teachers who are paid above $45 per month, are teaching in graded schools. It is intended that statistics for the ungraded rural schools shall be made a distinct feature in the next biennial report.

The fact that 2,938 teachers are paid in the district schools less than $25 per month, and employed but seven or eight months in the year, is a striking one. It must be evident that teachers cannot afford to make thorough preparation for teaching where the returns are so small. Consolidation of the schools and the employment of higher paid, better prepared teachers, would not only be an economy from the financial standpoint, but a great gain for the pupils attending the schools.

## TABLE B.

Teachers' wages classified, in counties, not including cities having superintendents.

| Counties. | Less than $20 per month. | | No. teachers who receive not less than $20 nor more than $25 per month. | | Not less than $26 nor more than $30 per month. | | Not less than $31 nor more than $35 per month. | | Not less than $36 nor more than $40 per month. | | Not less than $41 nor more than $45 per month. | | Not less than $46 nor more than $50 per month. | | More than $50 per month. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. |
| **Totals....** | 30 | 144 | 293 | 2,471 | 428 | 2,445 | 398 | 905 | 285 | 481 | 149 | 276 | 110 | 144 | 238 | 99 |
| Adams..... | ..... | 16 | 2 | 50 | 5 | 5 | 2 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | 1 | ..... |
| Ashland.... | ..... | ..... | ..... | ..... | ..... | 15 | 1 | 15 | 1 | 7 | ..... | 3 | 1 | 2 | 4 | ..... |
| Barron..... | ..... | 1 | 4 | 35 | 19 | 59 | 9 | 8 | 1 | 7 | 2 | 3 | 1 | 1 | 3 | ..... |
| Bayfield.... | ..... | ..... | 1 | 3 | ..... | 3 | ..... | 6 | 8 | 25 | 3 | 14 | 2 | 7 | 3 | 2 |
| Brown..... | ..... | ..... | 2 | 22 | 4 | 28 | 7 | 12 | 6 | 7 | 2 | ..... | 1 | 1 | 3 | 1 |
| Buffalo.... | ..... | ..... | 3 | 35 | 3 | 36 | 11 | 15 | 8 | 8 | 3 | 1 | 2 | 2 | 6 | ..... |
| Burnett.... | ..... | ..... | 2 | 26 | 2 | 34 | 2 | 3 | ..... | 4 | ..... | ..... | ..... | ..... | 1 | ..... |
| Calumet... | 3 | 1 | ..... | ..... | 3 | 20 | 6 | 26 | 4 | 10 | 4 | 4 | ..... | 2 | 1 | 1 |
| Chippewa . | ..... | ..... | 2 | 9 | 14 | 151 | 8 | 25 | 5 | 7 | 1 | 3 | ..... | 3 | 3 | ..... |
| Clark..... | ..... | ..... | ..... | 30 | 10 | 99 | 3 | 31 | 6 | 3 | 4 | 3 | 4 | 3 | 4 | ..... |
| Columbia.. | 6 | 26 | 22 | 94 | 8 | 35 | 6 | 33 | ..... | 3 | ..... | 7 | ..... | 2 | ..... | 8 |
| Crawford.. | ..... | 10 | ..... | 84 | ..... | ..... | 10 | ..... | 2 | ..... | 3 | ..... | 1 | ..... | 1 | ..... |
| Dane..... | ..... | 2 | 4 | 114 | 9 | 118 | 14 | 40 | 15 | 13 | 1 | 15 | 2 | 3 | 6 | 12 |
| Dodge..... | 2 | 3 | 21 | 92 | 21 | 37 | 18 | 8 | 10 | 1 | 4 | ..... | 4 | ..... | 2 | ..... |
| Door..... | ..... | ..... | 2 | 7 | 4 | 30 | 8 | 13 | 3 | 5 | 4 | 1 | 2 | ..... | ..... | ..... |
| Douglas.... | ..... | ..... | ..... | 1 | ..... | ..... | 1 | 3 | 7 | 28 | ..... | 5 | 1 | 1 | ..... | 1 |
| Dunn..... | ..... | ..... | 2 | 15 | 19 | 83 | 10 | 15 | 5 | 2 | ..... | ..... | 4 | ..... | 2 | ..... |
| Eau Claire. | ..... | ..... | ..... | 25 | ..... | 70 | 5 | 6 | ..... | 6 | 1 | ..... | 1 | 3 | ..... | 3 |
| Florence... | ..... | ..... | ..... | 1 | ..... | ..... | ..... | 1 | ..... | 4 | ..... | 9 | ..... | 1 | 2 | ..... |
| Fond du Lc | 1 | ..... | 6 | 101 | 8 | 56 | 16 | 15 | 4 | 5 | 1 | 1 | 4 | ..... | 2 | 1 |
| Forest..... | ..... | ..... | ..... | ..... | ..... | 6 | ..... | 1 | 3 | 2 | ..... | ..... | ..... | ..... | ..... | ..... |
| Grant..... | ..... | ..... | 24 | 116 | 4 | 23 | ..... | ..... | 4 | 24 | ..... | ..... | ..... | ..... | 1 | 11 |
| Green..... | ..... | 1 | 6 | 61 | 2 | 48 | 13 | 6 | 9 | ..... | 2 | ..... | 1 | ..... | 3 | ..... |
| Green Lake | ..... | 5 | 2 | 52 | 5 | 19 | 5 | 7 | 1 | 3 | 3 | ..... | ..... | ..... | 3 | ..... |
| Iowa..... | ..... | 7 | ..... | 110 | 2 | 23 | 11 | 4 | 1 | 1 | 2 | ..... | 4 | ..... | 5 | ..... |
| Iron..... | 1 | ..... | ..... | 4 | ..... | 1 | 1 | 2 | 2 | 9 | ..... | 9 | 2 | 6 | 3 | 2 |
| Jackson.... | ..... | ..... | 2 | 41 | 17 | 63 | 1 | 13 | ..... | 12 | ..... | 1 | ..... | 1 | 4 | 3 |
| Jefferson .. | ..... | ..... | ..... | ..... | ..... | 46 | ..... | 59 | 9 | 20 | 10 | 10 | 4 | 3 | 2 | 2 |
| Juneau..... | 1 | 7 | 18 | 76 | 4 | 17 | ..... | 15 | 2 | 6 | 1 | 5 | 1 | 5 | 5 | 1 |

*Statistical Tables.*

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## *Statistical Tables.*

### TABLE C.

| COUNTIES. | No. high schools. | No. school districts. | No. dist's furnishing free text books. | No. schools in county with 1 dept. | No. schools with 2 or more dep't's. | Graded schools exclusive of high schools. | 2 dept's. | 3 dept's. | 4 or more dept's. | Enrollment in graded schools. |
|---|---|---|---|---|---|---|---|---|---|---|
| Adams | 2 | 22 | 10 | 32 | 1 | ..... | ..... | ..... | ..... | ..... |
| Ashland | 1 | 35 | 40 | 39 | 4 | 1 | ..... | 1 | ..... | 135 |
| Barron | 4 | 122 | 79 | 114 | 11 | 5 | 3 | 2 | ..... | 510 |
| Bayfield | 2 | 26 | 30 | 37 | 10 | 4 | 2 | 1 | 1 | 673 |
| Brown | 4 | 83 | 15 | 78 | 5 | ..... | ..... | ..... | ..... | ..... |
| Buffalo | 3 | 88 | 19 | 79 | 8 | 4 | 4 | ..... | ..... | 330 |
| Burnett | 1 | 35 | 30 | 46 | 1 | ..... | ..... | ..... | ..... | ..... |
| Calumet | 3 | 68 | 1 | 61 | 9 | 1 | ..... | 1 | ..... | 143 |
| Chippewa | 4 | 62 | 113 | 151 | 10 | 8 | 7 | ..... | 1 | 762 |
| Clark | 6 | 120 | 87 | 114 | 15 | 6 | 4 | 2 | ..... | 845 |
| Columbia | 5 | 147 | 7 | 141 | 10 | 5 | 1 | 3 | 1 | 847 |
| Crawford | 2 | 97 | 15 | 94 | 10 | 9 | 8 | 1 | ..... | 805 |
| Dane | 14 | 252 | 28 | 226 | 27 | 17 | 16 | ..... | 1 | 1,332 |
| Dodge | 7 | 189 | 9 | 178 | 22 | 7 | 7 | ..... | ..... | 692 |
| Door | 1 | 68 | 13 | 67 | 4 | 4 | 4 | ..... | ..... | 425 |
| Douglas | ..... | 20 | 20 | 35 | 5 | 4 | 3 | ..... | 1 | 437 |
| Dunn | ..... | 124 | 54 | 115 | 10 | 10 | 5 | 5 | ..... | 1,343 |
| Eau Claire | 3 | 78 | 40 | 66 | 5 | 1 | ..... | ..... | 1 | 197 |
| Florence | 1 | 11 | 7 | 10 | 3 | 3 | 1 | 1 | ..... | 207 |
| Fond du Lac | 6 | 163 | 2 | 159 | 6 | 3 | 2 | ..... | 1 | 459 |
| Forest | ..... | 2 | ..... | 7 | 2 | 2 | 2 | ..... | ..... | 126 |
| Grant | 12 | 218 | 10 | 205 | 26 | 6 | 6 | ..... | ..... | 500 |
| Green | 3 | 126 | 2 | 120 | 7 | 5 | 2 | ..... | 3 | 682 |
| Green Lake | 1 | 70 | ..... | 65 | 6 | 7 | 2 | 1 | 4 | 1,015 |
| Iowa | 6 | 127 | 8 | 116 | 12 | 5 | 5 | ..... | ..... | 400 |
| Iron | 1 | 13 | 10 | 11 | 2 | 2 | 1 | ..... | 1 | 346 |
| Jackson | 2 | 98 | 30 | 95 | 4 | 4 | 2 | 1 | 1 | 417 |
| Jefferson | 6 | 127 | 9 | 117 | 17 | 5 | 5 | ..... | ..... | 501 |
| Juneau | 5 | 109 | 9 | 98 | 8 | 2 | 1 | 1 | ..... | 172 |
| Kenosha | 1 | 62 | 6 | 48 | 4 | 4 | 3 | 1 | ..... | 268 |
| Kewaunee | 2 | 56 | 4 | 51 | 5 | 3 | 3 | ..... | ..... | 338 |
| La Crosse | 3 | 67 | 35 | 61 | 5 | 3 | 3 | ..... | ..... | 331 |
| Lafayette | 5 | 123 | 2 | 120 | 8 | 6 | 3 | 2 | 1 | 763 |
| Langlade | 1 | 66 | 24 | 59 | ..... | ..... | ..... | ..... | ..... | ..... |
| Lincoln | 2 | 48 | 46 | 56 | 1 | ..... | ..... | ..... | ..... | ..... |
| Manitowoc | 2 | 103 | 4 | 105 | 11 | 4 | 4 | ..... | ..... | 414 |
| Marathon | 2 | 166 | 129 | 165 | 11 | 9 | 5 | 3 | 1 | 1,268 |
| Marinette | 2 | 56 | 42 | 53 | 5 | 4 | 1 | 2 | 1 | 592 |
| Marquette | 2 | 62 | 3 | 62 | 3 | 2 | 2 | ..... | ..... | 159 |
| Milwaukee | 3 | 76 | 4 | 61 | 16 | 14 | 3 | 1 | 10 | 3,897 |
| Monroe | 4 | 140 | 32 | 133 | 16 | 8 | 6 | 2 | ..... | 757 |
| Oconto | 1 | 75 | 30 | 67 | 7 | 7 | 7 | ..... | ..... | 794 |
| Oneida | 1 | 24 | 43 | 44 | 4 | 2 | 1 | 1 | ..... | 189 |
| Outagamie | 3 | 118 | 5 | 112 | 6 | 5 | 4 | ..... | 1 | 697 |
| Ozaukee | 2 | 59 | 9 | 51 | 8 | 6 | 5 | ..... | 1 | 650 |
| Pepin | 2 | 39 | 13 | 35 | 5 | 2 | 2 | ..... | ..... | 168 |
| Pierce | 3 | 111 | 7 | 99 | 9 | 5 | 4 | ..... | 1 | 710 |
| Polk | 2 | 102 | 62 | 102 | 4 | 2 | ..... | ..... | 2 | 521 |
| Portage | 3 | 108 | 23 | 104 | 4 | 2 | 2 | ..... | ..... | 208 |
| Price | 2 | 58 | 57 | 58 | 6 | 3 | 1 | 2 | ..... | 339 |
| Racine | 3 | 77 | 2 | 71 | 5 | 3 | 3 | ..... | ..... | 211 |
| Richland | 4 | 122 | 13 | 106 | 9 | 3 | 3 | ..... | ..... | 205 |
| Rock | 7 | 169 | 19 | 160 | 10 | 3 | 2 | 1 | ..... | 196 |
| St. Croix | 5 | 124 | 26 | 110 | 14 | 8 | 8 | ..... | ..... | 600 |
| Sauk | 4 | 160 | 5 | 146 | 15 | 9 | 6 | ..... | 3 | 960 |
| Sawyer | 1 | 5 | 5 | 18 | 2 | ..... | ..... | ..... | ..... | ..... |
| Shawano | 3 | 108 | 46 | 91 | 17 | 7 | 5 | 1 | 1 | 806 |
| Sheboygan | 5 | 115 | ..... | 106 | 10 | 4 | 3 | 1 | ..... | 326 |
| Taylor | 1 | 58 | 51 | 58 | 7 | 6 | 4 | 1 | 1 | 757 |
| Trempealeau | 4 | 107 | 33 | 96 | 11 | 8 | 4 | 1 | 3 | 1,041 |

## *Statistical Tables.*

TABLE C.— Continued.

| COUNTIES. | No. high schools | No. school districts. | No. dist's furnishing free text books. | No schools in county with 1 dept. | No. school with 2 or more dep'ts. | Graded schools exclusive of high schools. | 2 dept's. | 3 dept's. | 4 or more dept's. | Enrollment in graded schools. |
|---|---|---|---|---|---|---|---|---|---|---|
| Vernon | 2 | 154 | 41 | 146 | 15 | 11 | 7 | 3 | 1 | 1,079 |
| Vilas | ..... | 8 | 8 | 11 | 5 | 5 | 1 | 2 | 2 | 625 |
| Walworth | 7 | 126 | 18 | 104 | 14 | 5 | 3 | 1 | 1 | 500 |
| Washburn | 2 | 29 | 31 | 32 | 3 | 1 | ..... | ..... | 1 | 222 |
| Washington | 1 | 98 | 6 | 78 | 9 | 7 | 5 | 1 | 1 | 893 |
| Waukesha | 4 | 122 | 1 | 102 | 23 | 10 | 7 | ..... | 3 | 1,200 |
| Waupaca | 3 | 131 | 13 | 116 | 14 | 9 | 7 | 2 | ..... | 851 |
| Waushara | 1 | 104 | 7 | 97 | 7 | 5 | 3 | 2 | ..... | 541 |
| Winnebago | 4 | 103 | 5 | 89 | 7 | 2 | 2 | ..... | ..... | 184 |
| Wood | 3 | 87 | 46 | 76 | 12 | 8 | 6 | ..... | 2 | 922 |
| Total | 211 | 6,480 | 1,656 | 6,185 | 610 | 334 | 231 | 50 | 53 | 39,512 |

Cities furnishing free text books.—Ashland, Baraboo, Beloit, DePere, Eau Claire, La Crosse, Madison (in part), Marinette, Monroe, Oconto (in part), Onalaska, Portage, Rice Lake, Stanley, Superior, Tomahawk, Watertown, Wausau.

Table C shows the number of high schools in each county, number of school districts in the county, number of schools with two or more departments, number of graded schools of two departments, of three departments, of four or more departments and not connected with any high school. It also gives the number of districts in each county furnishing free text books, and the cities furnishing free text books.

Among the matters appearing in this table, the following are of special interest. Sixteen hundred and fifty six districts under the supervision of county superintendents furnish free text books. Eighteen cities also furnish free text books. The report shows 610 schools of more than two departments. There are 231 graded schools of two departments, 50 graded schools of three departments, 53 graded schools of four or more departments, not connected with any high school, making 334 such schools in all. Among the 610 schools of two or more departments, there are included these 334 graded schools, 174 high schools, and the remaining number, 101, consists of ungraded schools of two departments. In the 334

graded schools not connected with any high school, there were enrolled last year 39,512 pupils.

Some provision should be made for better organization and supervision of these schools than now exists. The county superintendent very naturally feels that the ungraded schools need more of his time than the graded schools, and as in a large number of counties more work in supervision should be done than it is possible for two superintendents to do, he is likely to give his time and attention to those schools which in his judgment need it most. Theoretically the principal of the graded school is supposed to exercise some supervision over the teachers in the different grades. Practically nothing of the kind is done in most cases. His department is usually a large one, and every moment of his time is employed in teaching. Few, if any of these schools have detailed courses of study. In the 101 ungraded schools of two departments, it is probable that greater efficiency would be secured if some intelligent attempt were made to grade the schools, putting the primary and lower intermediate pupils in one department, and the upper intermediate and grammar pupils in the other.

Minnesota has for a number of years, had a state inspector whose whole time is employed in the graded schools. A similar officer is needed in this state. He could do much to assist the teachers in those schools in the way of better organization and administration of courses of study. He should cooperate to the fullest extent possible, with county superintendents, with principals of these schools, and with the school boards.

## *Statistical Tables.*

### TABLE D.

Comparative Statistics, 1880-1900.

| | 1880. | 1900. | Increase. | Per Cent. |
|---|---|---|---|---|
| No. children of school age residing in the state | 480,224 | 731,063 | 250,839 | 52 |
| Total No pupils attending public schools | 299,258 | 445,141 | 145,884 | 49 |
| No. school districts in the state, counties | 5,573 | 6,494 | 829 | 15 |
| No. teachers employed in the public schools | 10,115 | 13,063 | 2,948 | 29 |
| No. first grade certificates issued in counties | 216 | 457 | 241 | 113 |
| No. second grade certificates issued in counties | 730 | 1,636 | 906 | 124 |
| No. third grade certificates issued in counties | 7,627 | 5,955 | *1,672 | *22 |
| No. gradnates of normal schools teaching under supervision of county superintendents | 169 | 745 | 576 | 341 |
| No. having attended normal schools, not graduated, teaching under supervision of county superintendents | 1,211 | 1,399 | 188 | 16 |
| Whole number of teachers from normal schools under supervision of county superintendents | 1,380 | 2,144 | 764 | 55 |
| No. teachers holding state certificates, under supervision of county superintendents | | 533 | | |
| Average monthly wages of teachers under supervision of county superintendents, male | $37 14 | $43 84 | $6 70 | 18 |
| Female | 24 91 | 31 79 | 6 88 | 28 |
| Average monthly wages of teachers in cities under city superintendents, male | 85 74 | 102 03 | 16 29 | 19 |
| Female | 35 06 | 45 43 | 10 37 | 29 |
| Per capita expense for each pupil in schools under supervision of county superintendents | 6 48 | 10 81 | 3 33 | 51 |
| Cities | 11 48 | 18 09 | 6 61 | 58 |
| Per capita expense for teachers' wages only, in schools under supervision of county superintendents | 4 70 | 7 08 | 2 38 | 51 |
| Cities | 8 35 | 11 86 | 3 51 | 41 |
| Total expenditure for teachers' wages | 1,568,692 32 | 3,760,211 62 | 2,191,519 30 | 140 |
| Expenditures for buildings and repairs | 197,998 22 | 585,247 44 | 387 249 22 | 196 |
| Expenditure for apparatus, furniture, etc. | 47,844 25 | 119,997 73 | 72,153 48 | 151 |
| No. free high schools | 110 | 219 | 109 | |
| No. teachers, male | 111 | 325 | 214 | |
| Female | 96 | 339 | 243 | |
| Total | 207 | 664 | 457 | |
| No. pupils enrolled | 6,730 | 17,382 | 10,652 | |

* Decrease

## *General Report.*

Table D. presents comparative statistics for the years 1880 and 1900. This table has been prepared to show the development and changes in our school system during a period of twenty years. This table shows that the increase of school population during the twenty year period, has been 52 per cent., while the increase in attendance upon the public schools has been 49 per cent. The total number of teachers employed has increased 29 per cent. The showing as to number and kind of certificates issued, indicates progress. The increase in the number of first grade certificates issued in counties, has been 113 per cent., of second grade certificates 124 per cent., while there has been an actual falling off in the number of third grade certificates issued Still more striking is the relation of the normal schools to the schools under the supervision of county superintendents. The increase in the number of normal school graduates teaching in these schools has been 341 per cent., while the increase in the number of under-graduates has been but 16 per cent. The total increase in the number of teachers from normal schools counting both graduates, and under-graduates, has been 55 per cent.

In 1900, 533 teachers holding state certificates were teaching under the supervision of county superintendents.

The average monthly wages of male teachers in counties has advanced $6.70, during the twenty years, or 18 per cent., while the corresponding advance in the wages of female teachers has been $6.88, an increase of 28 per cent. The per capita expense for each pupil in schools under county superintendents has risen from $6.48 to $10.81, an increase of 51 per cent. In the cities having city superintendents it has risen from $11.48 to $18.09, an increase of 58 per cent., while the per capita expense in counties for teachers' wages only, has risen from $4.70 to $7.08, an increase of 51 per cent.; in cities under city superintendents from $8.35 to $11.86, an increase of 41 per cent. The total expenditure for teachers' wages has increased 140 per cent.

The expenditure for buildings and repairs 196 per cent., for apparatus, furniture, etc., 151 per cent. The number of free

*General Report.*

high schools has risen from 110 to 219, the number of teachers from 277 to 664, while in the year 1900–1901 the number of teachers employed in the free high schools is 702.

Attention is called to the difference in per capita expense for maintaining schools in the counties and in the cities. If, as has been before indicated, the statistics showed the per capita expense for each pupil in school in the ungraded rural schools, the difference would be still more striking. While this table shows that during the past twenty years, there has been a large increase in the expenditures for public schools, it will appear from Table E, compiled from the report of the United States Commissioner of Education for 1897–'98, that Wisconsin is not paying for its public schools as large a sum per capita of population, as most of the states surrounding it. In the group of north central states, twelve in number, Missouri is the only one showing a smaller per capita expenditure than Wisconsin. No figures are available for the year 1898–'99.

TABLE E.

From report of U. S. Commissioner of Education for 1897-98.

| | | |
|---|---|---|
| Per capita expense for total enrollment in Wisconsin | | $12 85 |
| Per capita expenditure on average daily attendance | | 18 95 |
| Per capita expense for north-central group of states on average daily attendance. | | 19 56 |
| Expended per capita of population, '97-98, | Ohio | 3 21 |
| | Indiana | 3 47 |
| | Illinois | 3 28 |
| | Michigan | 2 79 |
| | Wisconsin | 2 44 |
| | Minnesota | 2 77 |
| | Iowa | 4 02 |
| | Missouri | 2 04 |
| | North Dakota | 3 66 |
| | South Dakota | 3 15 |
| | Nebraska | 3 18 |
| | Kansas | 3 00 |

THE RURAL SCHOOL PROBLEM.

The statistics for the year 1899-1900 show that the total enrollment of pupils between the ages of four and twenty in the public schools was 444,343; of this number 127,878 were enrolled in cities under city superintendents; 118,489 were enrolled in graded and high schools in cities and villages not under

city superintendents; of this number fully 24,500 were enrolled in graded schools of two departments, practically on the same plane, so far as efficiency is concerned, as the ungraded schools. Deducting this number from 246,367, the total enrollment in graded and high schools, it would make the number enrolled in the ungraded schools 222,276; that is, a trifle over 50 per cent. of the total number of pupils enrolled in the state are to be found in these ungraded rural schools where the term of school is shortest, the wages of teachers lowest, the equipment poorest, and the quality of teaching done, the weakest.

Reports for the same year show 3,383 non-resident pupils enrolled in the high schools of the state, or 1.6 per cent. of the pupils enrolled in the rural schools find their way to the high schools.

The conditions which surround rural life seem to make some of these results inevitable, but when it is considered that over one-half of the pupils in the public schools get all the education which the schools give them under these adverse conditions, the seriousness of the problem is evident. Such of the conditions as may be improved should be modified. What are they?

### DECREASE IN NUMBER OF SMALL SCHOOLS.

As has already been suggested, one of the conditions existing today under which nearly one thousand of these schools have an average daily attendance of not more than ten, can be modified in a very large number of cases by the consolidation of these small schools with other schools. The power to make this consolidation rests with those who are most directly interested in the matter of the education of their own children.

### POORLY PREPARED TEACHERS.

That large numbers of the teachers in these schools are inadequately prepared to teach, either from lack of knowledge of the subjects they are to teach, or from lack of professional skill in teaching, or both, is a matter of common knowledge to all

who are acquainted with the work of these schools. While the salaries paid teachers are as low as has been shown to be the case in a large number of these schools, it is not possible to secure the best grade of teachers. It is true, however, that a large number of teachers are satisfied to continue teaching from year to year upon the lowest grade of certificate which the superintendent is authorized to grant, and that the incentives and opportunities for improvement are not sufficient to secure any great development of teaching power.

If there could be a limit fixed to the time which a teacher may be allowed to continue teaching on a third grade certificate, better preparation would be a necessity, and would come. In view of the fact that the rural districts share equally with urban communities in the distribution of the school fund income, the basis of apportionment being the number of children of school age in all cases, and in view of the fact that $100,000 are apportioned annually among the high schools of the state, this money being raised by general taxation, little or no direct value coming to the rural communities through such distribution, the question arises whether or not some further direct state aid should not be given to the rural schools, and the small graded schools, in communities where no high school exists.

If this could be done it would enable these rural districts to pay somewhat better wages, and with the higher qualifications demanded of teachers would secure better teaching ability. It is not simply a question of benefiting a local community; it is a question for the state of educating all its citizens for better citizenship; all parts of the state are equally and vitally interested in securing this result.

### TRAINING SCHOOLS FOR RURAL SCHOOL TEACHERS.

If higher qualifications are to be demanded of teachers, it is the duty of the state to provide opportunity for securing these qualifications. It is not enough that a teacher gains such a

knowledge of the subjects to be taught as to enable him to pass a creditable examination in those subjects; in order to secure the best results, he must have some training directed toward developing skill in the art of teaching. It is as absurd to say that because a teacher knows a subject he can teach it, as it would be to say that because a person knows the theory of music, he can play the piano without special training. The normal school system of the state is taxed to its utmost capacity at the present time. Its teachers are very largely sought for the graded and and high schools; comparatively few of the graduates going into the district schools, or if they do, remaining there but a short time. It is evident that some other provision must be made available or teachers' preparation if higher qualifications are to be demanded.

At the present time, the only provision made for this purpose by the state is through the county training school and the teachers' institutes, for which latter purpose $6,000 is appropriated annually from the normal school fund income, and $6,000 from the general fund of the state. In view of the importance of the work to be done, this fund should be increased to at least $20,000 by state appropriations.

Under a law passed in 1899, providing for the establishment of county training schools, and furnishing state aid to the amount of $1,250 to each of the first two schools so organized, two such schools have been established; one in Marathon county, and one in Dunn county. The success of these schools during the year they have been maintained has been most marked. The enrollment for the second year has increased and the graduates from the schools are teaching in the counties where the schools are located. These graduates have given a solid year's work to the distinctive preparation for teaching in district schools, and are giving back to the counties where they are teaching, and to the state, returns for the money expended on their training in better teaching service. More of these schools should be established. They reduce the cost of the teacher's preparation to a

*County Training Schools.*

minimum; many of those in attendance are able to live at their own homes, making the expense of the year's tuition but trifling; the presence of such a school in a county, in charge of teachers of recognized ability, gives an impetus to all educational movements in the locality.

The first annual report from each of the two training schools is presented herewith:

## FIRST ANNUAL REPORT OF THE MARATHON COUNTY TRAINING SCHOOL BOARD.

To Hon. L. D. Harvey, Madison, Wis.:

*Sir*:—We have the honor to transmit herewith the first annual report of the Marathon County Training School for Teachers.

The school was organized in accordance with chapter 268, laws of 1899. The resolution of the county board passed June 15, 1899, was as follows:

"*Resolved*, by the Board of Supervisors of Marathon county, Wisconsin, that there is hereby established in accordance with chapter 268, laws of 1899, a County Training School for Teachers.

The purpose of this school shall be to give instruction in the elementary branches of learning and to fit teachers for country school work.

No tuition shall be charged to any resident of Marathon county attending such school.

The County Training School Board shall secure from the Board of Education of the City of Wausau, room and seating in the new high school building, and make such agreement relative to admission of students to instruction in high school and grammar school grades as they deem wise, it being understood that all such instruction and rent of rooms and heating and equipment shall be without cost to the county.

There is hereby annually appropriated out of the general fund of Marathon county, a sum sufficient to carry out the provisions of this resolution, said sum not to exceed twenty-five hundred dollars in any one year. This appropriation shall be disbursed by the County Treasurer upon the order of the President and Secretary of the Training School Board.

The County Training School Board shall annually render to the County Board a complete statement of the expenditure of all moneys coming into their hands and shall file with the County Clerk the bonds required by chapter 268, laws of 1899, after their approval by the Finance committee of this board."

A. L. Kreutzer of Wausau and H. J. Blanchard of Colby were elected by the County Board as members of the Training School Board.

Prof. O. E. Wells and Miss Rosalia Bohrer were selected to constitute the teaching force and the school was opened Sept. 11, 1899.

## *County Training Schools.*

The year's work was divided into quarters and the following course of study, after approval by the State Superintendent, adopted:

*First Quarter.*—School Management, Reading, Arithmetic, U. S. History, Grammar and Composition.

*Second Quarter.*—Observation and Methods, Literary Reading, Arithmetic, U. S. History, Geography.

*Third Quarter.*—Practice Teaching, Literature, Physiology, Physical Geography, Music.

*Fourth Quarter.*—Practice and Psychology, Literature, Elements of Agriculture, Constitutions, Drawing.

At the end of the first month the enrollment was 34. The total enrollment during the year was 56, and twenty-three persons were given certificates of graduation from the prescribed course on June 29, 1900. A list of these graduates with ages and previous experience in teaching is attached.

We also transmit a statement of the financial transactions of the board, a general statement from the principal of the school on the work as a whole and the desirability of change as brought out by the experiences of the year.

It is the opinion of the board that considering the fact that this was the first school of the kind ever organized in this state which had as its direct aim the improvement of the teaching force in the rural schools, the results of the first year's work are deserving of more than passing notice. Marathon county employs, outside of the City of Wausau, nearly two hundred teachers. Of these two hundred teachers more than fifty have been new and inexperienced each year and their work, because of poor preparation and lack of professional knowledge, crude and experimental. The further usefulness of this school depends upon its ability to materially improve this condition.

We believe from our observation of the practice work and from the appearance and the general impression given by the members of the graduating class, that they are able to take first rank among the teachers of the county.

It is a curious commentary upon conditions that nearly every one of the class was an applicant for a certificate at the county examinations held last fall, and that they were refused certification because the county superintendent considered them unable to do the work expected of a teacher, and that now upon the completion of the work prescribed there is no question about their ability to handle successfully the work of any school in the county. The improvement has been beyond the expectation of the most enthusiastic of the original supporters of the school. We declare without hesitation, that we believe the question of the success of the school as a factor that will build up the educational standing of the county, is settled.

The board calls your particular attention to the cost of this school. No educational institution in the state of Wisconsin gives such direct return for the money invested and no educational institution in the state is so near the people. The benefits of the school are felt at once and the good comes to the schools that receive little direct good from other state institutions of learning. County Training Schools for Teachers give no opportunity for lavish and unwarranted expenditure of public money and every dollar invested in them gives direct return.

The board wishes to acknowledge favors from the City Superintendent and the Board of Education of the City of Wausau. The quarters and the equipment provided in Wausau's splendid new high school building

## *County Training Schools.*

and the kindness shown in opening the grades of the city schools for practice work are appreciated. The relations that exist between the city school system and the county training school constitute an important factor in the success of the school that should not be overlooked.

The board also makes acknowledgment for the help received from the State department. Without the interest taken by you and your assistants in the success of this venture, many difficulties would have given serious trouble because of the limited experience of this board.

The only recommendation we have to make is that these schools be taken under the close supervision and care of the state. While the county in which a training school is located should be closely identified with the school still our experience during the year has led us to the conclusion that the future of the school will demand close state supervision. Many counties in Wisconsin should have the benefits of these institutions that are unable to maintain such schools. The product of the state normals goes largely to the cities all over the state, and the final distribution of the product of a county training school can not be limited to one county.

We also call your attention to the necessity of attaching some value to the diploma issued at the completion of the course of study. We feel that the efforts of the class are deserving of substantial reward. If the graduate of a three year high school can secure an elementary state certificate after one year's work in a state normal, it is no more than justice that legal recognition be given the diploma issued by a County Training School for Teachers.

Respectfully submitted.

H. J. BLANCHARD, President,
A. L. KREUTZER, Treasurer,
JOHN F. LAMONT, Secretary.

Wausau, Wis., June 30, 1900.

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## REPORT OF PRINCIPAL OF MARATHON COUNTY TRAINING SCHOOL.

Wausau, Wis., July 5, 1900.

JOHN F. LAMONT, Secretary, Wausau, Wis.

*Dear Sir:*—Replying to your inquiry for definite information upon special points mentioned in Hon. L. D. Harvey's letter, I enclose herewith a list of names of the graduates from the Marathon County Training School for Teachers together with their ages and experience in teaching.

Regarding desirable modifications or extensions of the work shown by the year's experience, I may say that any considerable extension seems impracticable if not impossible, within the limits prescribed by law. Our pupils have worked with great enthusiasm, earnestness, and persistence to accomplish that already outlined, and it does not appear that any important changes in the course are desirable. Doubtless our experience will enable us to estimate the capacity and attainments of the pupils better and thus to modify methods and emphasize details more wisely in some particulars, but the subjects themselves seem to be well chosen for the purpose of extending the information, transforming

## *County Training Schools.*

the ideals and vitalizing the work of those who are to teach in the country schools.

In respect to the influence of the school and its teachers in awakening an interest in educational matters and in the development of the school, I have to say that the school itself is its own best argument and advocate. The uniform and constant testimony of the pupils to the vigor and thoroughness of the instruction, and their oft-repeated and cordial expressions of appreciation of its helpfulness, combined with their interest and ardor in the prosecution of the work, constitute a chain of evidence that can not be broken. The mental discipline and power, self-possession, and ready command of their subjects shown in the graduating exercises by the pupils from the rural schools with only one year's training were a surprise and delight to the audience. With all these characteristics evident beyond controversy the school will largely popularize itself. One full year's work completed enables us to promise largely and definitely for the future. We can now say truthfully and therefore confidently that we can do much for our pupils, consequently we feel justified in urging parents to send their children here.

The teachers have maintained with considerable regularity a column in the most widely circulated county paper in which they have set forth the work and progress of the school. They have also distributed a syllabus and quarterly statement at the beginning of the terms, and have attended public meetings conducted by the county superintendent in which we advocated the claims of education and the advantage of the Training School.

Of the 23 graduates: 1 had previously taught for a period of twenty-four months; none of the others had had any experience in teaching.

Age at graduation: 5, sixteen years; 7, seventeen years; 1, eighteen years; 5, nineteen years; 3, twenty years; 1, twenty-one years; 1, twenty-four years; average 18+ years.

Respectfully,

O. E. WELLS,
Principal.

FINANCIAL REPORT.

*Receipts.*

| | |
|---|---|
| July 1st, 1899, County Appropriation | $2,500 00 |
| January 1st, 1900, Loan from General Fund of County | 1,250 00 |
| Total receipts | $3,750 00 |

*Expenditures.*

| | |
|---|---|
| For teachers' salaries | $3,100 00 |
| Books and apparatus | 455 90 |
| Printing and postage | 72 50 |
| All other expenses | 67 12 |
| | $3,695 52 |
| Balance on hand June 30, 1900 | 54 48 |
| | $3,750 00 |

JOHN F. LAMONT,
Secretary of Board.

## *County Training Schools.*

I hereby certify that the Marathon County Training School for Teachers was maintained in said county for the term of ten months during the school year closing June 30th, 1900; that O. E. Wells and Rosalia Bohrer were respectively principal and assistant principal of said school; that the annexed reports and financial statements are in every respect true and that the board has, in all particulars complied with the provisions of law in organizing and maintaining said school.

JOHN F. LAMONT,
Secretary.

STATE OF WISCONSIN, } ss.
County of Marathon, }

Subscribed and sworn to before me this 21st day of July, A. D. 1900.

W. J. GEHRKE,
Notary Public, Wis.

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## FIRST ANNUAL REPORT OF THE DUNN COUNTY TRAINING SCHOOL BOARD.

HON. L. D. HARVEY, Madison, Wis.

*Sir:*—Herewith we transmit to you the first annual report of the Dunn County Training School for Teachers.

The school was organized according to resolutions adopted by the county board of supervisors on September 5th, 1899, as follows:

"*Resolved*, That there be and is hereby established a County Training School for Teachers, in accordance with the provisions of chapter 268, laws of 1899, the same to be located in the city of Menomonie.

The general purpose of this school shall be to give instruction in the elementary branches taught in the country schools, and to fit those attending the school for the work of teaching the country schools.

The County Training School Board shall secure from the Board of Education of the city of Menomonie, suitable rooms and seating for said school, and may make any agreement they deem best relative to the admission of students at the Training School to classes in the high school grades or Manual Training School of the city of Menomonie. It is understood that such instruction in the city schools, as well as the rooms and equipment and heating shall be without cost to the county.

The tuition in said County Training School shall be free to the residents of the county, who are qualified to do the work of the school.

There is hereby annually appropriated out of the general fund of Dunn County a sum sufficient to carry out the provisions of this resolution, said sum not to exceed $2,500 in any one year, except the first.

The sum so appropriated shall be paid out and disbursed by the County Treasurer upon the order of the President or Acting President and the Secretary of the Training School Board, and the said Board shall render annually to the County Board a just and true account of all the moneys coming into their hands and expended by them. The several members of the County Training School Board shall file with the County Clerk a bond conditioned on the proper performance of his

## *County Training Schools.*

duties in such an amount as shall hereafter be fixed and determined by this resolution. The said bond shall be approved by the chairman of the County Board of Supervisors. Said bonds are hereby fixed in the amount of five hundred dollars."

"*Resolved*, That the County Training School Board be and is hereby authorized and instructed to purchase for the County Training School the necessary text-books and reference books, and to rent the said text-books to the students of such school at a reasonable rental, to be fixed and determined by the said Board."

J. H. Stout of Menomonie and J. E. Florin of Menomonie were elected by the County Board as members of the Training School Board.

Prof. W. L. Morrison was elected by the Board as Principal of the school and began the work of the first quarter on September 18, 1899, with an enrollment of twelve pupils. Shortly after the opening of the school Miss Elizabeth Allen was elected as assistant. The total enrollment for the year was 57, of which number eighteen were graduated from the prescribed course on June 29, 1900.

The course of study adopted and approved by the State Superintendent is as follows:

*First Quarter.*—Arithmetic, Psychology, Grammar and Composition, Geography.

*Second Quarter.*—Arithmetic, Theory and Art of Teaching, Grammar and Composition, History.

*Third Quarter.*—Reading, Theory and Art of Teaching, Physiology, History.

*Fourth Quarter.*—Elements of Agriculture, Observation, Physical Geography, Constitution.

NOTE.—1. Library Reading throughout the year.

2. Spelling and Penmanship for those who are deficient in those subjects.

3. A course of twenty weeks in Algebra is offered for those students whose work in third grade subjects is strong enough to warrant their taking it.

We transmit herewith a statement of the receipts and disbursements of the Training School fund, a statement from the Principal relative to the work of the school and the desirability of changes as brought out by the experiences of the year.

We realize that this first year's work in one of the first schools established in this country, whose purpose is the direct improvement of teachers for rural schools, has been, from the very nature of things, experimental. We now believe that the experiment has been a successful one, and that the cost of maintaining the school is fully warranted by the results. Although there were only eighteen who were awarded certificates of graduation, there are a number of others who did not fully complete the course for various reasons, but who will make stronger teachers for the training they have had in this school than many who have been teaching heretofore.

Dunn County employs from thirty-five to fifty new and inexperienced teachers every year. In the past a majority of these teachers have received their education almost wholly in the rural schools, which they teach later. A few of them have had the benefit of a course in the high school, and a smaller number have had some normal training. In view of these facts the work of a large percentage of them cannot have been otherwise than unsatisfactory in many respects.

The County Training School is designed to better these conditions,

## *County Training Schools.*

and we believe from our observation of the work of the school from time to time, and from the appearance of its graduates and students that within a few years the teaching force of the county may be materially strengthened.

The policy of making frequent changes of teachers in rural schools is quite prevalent. Generally a change of this kind means a reorganization of the school and much loss of time. The teachers trained in one method of organization, management and teaching will undoubtedly succeed each other with less loss of time than teachers with no training and with self-made methods. We believe the students of this school receive such training as to make them suitable successors of each other in this respect.

We know of no unfavorable criticism upon the merits of this school among the citizens of the county. The fact that a majority of those attending the school who did not graduate this year are intending to return to complete the course shows that the school has the approval of those who are personally concerned therein.

The committee appointed by the County Board at its annual meeting in November, for the purpose of visiting and inquiring into the condition of the school made the following report:

"To the Board of Supervisors of Dunn Co., Wis.—

*Sirs:*—Your committee appointed to visit and inspect the Dunn County Teachers' Training School and to report thereupon, do hereby report that we have visited the said Teachers' Training School, have observed the work and conversed with the principal and assistant teachers and are fully convinced that the most sanguine expectations of the promoters of the enterprise will be realized.

We find an enrollment of 42 enthusiastic and zealous young teachers participating in the advantages offered by the school, with every indication of augmented membership to fifty or more during this first term of the school's existence,—tangible evidence of public appreciation of the institution.

The present prosperous condition and flattering future prospects of the school are in our judgment largely due to the conservative methods of the Training School Board, together with the ability and industry of the principal and his assistant."

In view of the fact that we have so favorable a report from the County Board of Supervisors and that the work of the school is so fully appreciated by patrons and students of the school, we believe that the question of the success of the school as a factor in building up the educational standard of the county is settled.

We wish to suggest the importance of legislative enactment, placing some legal value upon the certificate of graduation from these schools, whereby the graduates may be exempt from passing teachers' examination before receiving certificates to teach.

Respectfully submitted,

J. H. STOUT, President,
J. E. FLORIN, Treasurer,
N. O. VARNUM, Secretary.

## *County Training Schools.*

### REPORT OF PRINCIPAL OF THE DUNN COUNTY TRAINING SCHOOL.

MENOMONIE, WIS., July 2, 1900.

Supt. N. O. VARNUM,
Memonomie, Wis.

*Dear Sir:*—As you request, I enclose the Principal's report of the Dunn County Teachers' Training School.

Judging from no precedents or legal requirements in regard to such a report,—for this first year has been purely experimental,—this report will necessarily be informal.

As is well known by those closely related to the school, it opened September 18th with only twelve students and one teacher. Four weeks later the enrollment had reached forty-one, and another teacher was added to the school. Following this was a constantly increased enrollment, until it had reached fifty-seven, the maximum number for the year.

These students were principally from the rural districts, having received no better advantages than those offered by the common schools, but expressing a determination to make teaching their calling.

As is shown by the following table, a few of these had taught, a number more were in possession of legal qualifications to teach, while the remainder were partially in possession of these qualifications.

As will be seen by reference to the course of study, the aim is to take students under these conditions and give them one year's training for their mission; but from lack of elementary preparation it was impossible for more than eighteen to complete the entire course the first year. The remainder will take from twenty to forty weeks longer to do the same work. These relations between the material at hand and the course of study need not continue as wrought out through the first year of the school's life; but it is hoped that at least seventy-five per cent. of the students enrolling can do the work in one year. This can confidently be expected when students coming to us are the finished products of the rural school, taught by graduates of the Training School.

The question is often raised: "Can it be expected that those taking a single year in the Training School will be as well prepared to teach as the graduates of the four years' course in a high school?" But this is an unnecessary comparison. The high school does not enter into the proposition. The only essential element in the question of our County Training School is, that fifty people with little or no training for their profession, are either teaching, or about to begin teaching in the common schools of this county. These are induced to take forty weeks of training under teachers of approved qualifications for the work. When this is done, common experience, as well as common sense, must decide that they will be vastly improved as teachers.

The prospect is very bright for our Training School. It is estimated that the school will open next September with at least sixty students determined to avail themselves of this opportunity.

Some modifications will need to be made in our course for the coming year in order to bring it in harmony with the attainments of those entering the school. It is recommeded that at least three quarters, instead of two, be given to the study of arithmetic, and that history and constitution run together through three quarters. The remainder of the course of study seems fully in accordance with the needs of the school.

## *County Training Schools.*

In closing will say, the enthusiasm and good will of the students have been a great source of encouragement to the teachers. These are reliable evidences of the demands upon both state and county for such an institution to elevate the common school to a much higher plane than it now occupies.

Following is some information concerning those graduating from the school:

Of the 18 graduates, 5 had received their highest previous preparation in high schools; 1 in a graded school; 1 in college, and 11 in district schools.

Previous experience in teaching: 2 had taught seven months; 1, eight months; 1, twelve months; 1, thirteen months.

Age at graduation: 2, seventeen years; 5, eighteen years; 2, nineteen years; 5, twenty years; 2, twenty-one years; 1, twenty-three years; 1, twenty-four years; average age, 19.5 years.

W. L. MORRISON,
Principal.

### FINANCIAL STATEMENT.

*Receipts.*

| | | |
|---|---|---|
| Sept. 5 | Appropriation by County Board | $2,500 00 |
| Nov. 23 | Appropriation by County Board | 1,000 00 |
| June 29 | Book Rent | 98 20 |
| June 29 | Tuition | 12 00 |
| June 29 | Discount on Bills | 10 30 |
| | Total Receipts | $3,620 50 |

*Expenditures.*

| | | |
|---|---|---|
| June 29 | Teachers' Salary | $2,925 00 |
| June 29 | Text Books | 342 55 |
| June 29 | Desks | 176 85 |
| June 29 | Placing of Desks | 11 50 |
| June 29 | Printing | 20 45 |
| June 29 | Diplomas | 10 00 |
| June 29 | Telephone and Telegraph | 90 |
| June 29 | Stationery, Books, Furnishings, etc | 70 35 |
| | Total Expenditures | $3,557 60 |
| | Balance on hand June 30, 1900 | $62 90 |

The apportionment of $1,250 from the state had not been made at the date of this report. When received the balance would be $1,312.90.

N. O. VARNUM,
*Secretary of Board.*

*Improvement of the Rural Schools.*

With higher qualifications for teachers, available means for better preparation of these teachers, better wages through aroused public sentiment and direct state aid, with consolidation of the small schools into central schools, a considerable modification can be effected of existing conditions, in the interests of school facilities for children residing in rural communities; but with these results accomplished, more yet is needed.

I can probably give no better statement of what seems to me to be one of the principal needs for the improvement of the rural schools than is contained in Bulletin No. 5, issued from this office during the current year, and for that reason that Bulletin is printed as a part of this report.

## AGRICULTURE AND DOMESTIC ECONOMY IN RURAL COMMUNITIES.

By L. D. HARVEY, State Superintendent.

There has been for some time a steadily growing demand that provision should be made in the public schools for instruction in the principles of agriculture. This question has been discussed in farm journals, in farmers' institutes, at meetings of the National Congress of Farmers, and by writers in scientific, educational, and other journals. The province of Ontario has this year provided for giving instruction in this subject in all the rural schools within its borders. In New York, work has been going on for two or three years, under the auspices of the agricultural department of Cornell University, directed toward securing intelligent and effective work in nature study in the public schools of the state. In other states, the subject has been agitated, but little has been attempted beyond the work of the agricultural colleges and experiment stations. This wide-spread interest in and discussion of the subject, should arrest the attention of those engaged in educational work, and especially all those who have to do with the determination of educational systems and policies.

The discussion concerning the incorporation of courses of study in domestic economy in our public schools, with special reference to the needs of the girls, has been confined almost entirely to the cities. There is a growing sentiment in this country in favor of making a place for that study in our public school courses. An examination of the field will disclose the fact that in manual training, in the specific work known under the head of domestic economy, and in the work in agriculture thus far organized in this country, we are far behind foreign countries, both in the scope of the work attempted and in the extent to which it has been organized. France, Germany, Ireland, Belgium, Denmark, Norway and Sweden, have all made far greater progress than we in giving in-

*Improvement of the Rural Schools.*

struction in the principles of agriculture, in grades of schools below the agricultural college. Most of these countries have developed work in manual training in large numbers of schools, to an extent found in but few of the cities in this country. In several of those countries they have also made much progress in teaching domestic economy to pupils in the public schools. In view of the extent to which these lines of work have been carried in the countries of Europe, and of the agitation for their organization in the United States, the following questions arise:

First:—Is this new demand simply another fad, or does it grow out of a real necessity which is coming to be recognized by the people?

Second:—In the field of agriculture is there any useful body of knowledge which can be taught outside the agricultural college, to farmers' boys, either in existing schools or in schools to be specially organized for such work?

Third:—Will this body of knowledge, if taught, and the training coming with the mastery of it, be of greater practical value to these people than any other body of knowledge and accompanying training which could be given during the same time? The same questions apply with equal force to the subject of domestic economy in the teaching and training of girls in rural communities.

The foregoing questions will now be considered in order.

FIRST:—"IS THIS NEW DEMAND SIMPLY ANOTHER FAD, OR DOES IT GROW OUT OF A REAL NECESSITY WHICH IS COMING TO BE RECOGNIZED BY THE PEOPLE?"

In considering this question it is necessary first to consider how far existing school facilities in rural communities meet the needs of the young people being educated in those communities, and also to what extent the boys and girls living in the rural districts are availing themselves of the opportunites for education offered in the high schools and higher institutions in cities. The complaint is universal that the common schools in rural communities are not up to the standard which is desired. Those who know anything of the conditions in these schools believe this complaint to be well founded. This condition is due in part to the fact that the teachers in those schools have not had proper training, that their work is not properly supervised, and that the term of school is not of sufficient length. It is also due to other conditions incident to the scattered population, and the exigencies of farm life. These conditions are such as to make it impossible to give the kind of training and instruction in these schools which is needed to secure the best results. Does the common school in rural communities equip the boys and girls attending them as they should be equipped to successfully meet the conditions of rural life which exist today?

*Demands Which Modern Conditions Make Upon the Successful Farmer.*

The farmer feels the press of competition at the present time more than ever before in the history of this country. Facilities for transportation make it possible to lay down farm products grown at a great distance from him, in his home market. Industrial organization in various lines is making itself felt upon the farm. The farmer of the future must not only be intelligent in his farm work, but he must be a business man as well. To farm successfully today, requires greater intelligence and business sagacity than ever before. In manufacturing it has come to be recognized that technical training and skill based on

scientific knowledge are absolutely essential for success in competitive fields. The same thing is true of farming. The farmer must know something of the scientific basis upon which successful results in agriculture depend. He must be able to read intelligently books and journals which present the results of the latest investigation, thought and experence in his line of work. He must not only have the ability to do such reading, but he must know that it is a necessity for him to do it, and he must have a desire to do it. He must also know how to carry into his work on the farm, principles of business organization such as are required in any other field of industrial or commercial enterprise. He must know whether a given crop or stock product is costing him year by year more than it returns to him, and if so he must understand what modifications it is necessary for him to make in the carrying on of his farm, in order to prevent such loss. He should also be familiar with the principles of economics at least in so far as those principles in their application, affect him personally. He should also have such a further knowledge of economic conditions which may be affected by legislation, as will enable him to reach correct judgments, that may determine his action as a voter and as a citizen.

In order to secure the most desirable quality of citizenship, other things than these are also necessary. Some of these additional things the schools are now attempting, with more or less success, to give.

*Educational Conditions in Rural Communities.*

In Wisconsin last year, the total enrollment in the public schools was 445,142. Of this number more than one-half were enrolled in the rural schools. In the city high schools there were enrolled 3,383 non-resident pupils. These may properly be regarded as pupils from rural communities who are attending high schools in the cities, leaving enrolled in the country schools fully one-half the whole number of pupils in the public schools, and who get practically no further school training than that afforded by these schools. The greater number of these boys and girls will continue to live in the country, although many of them will drift to the cities, some to achieve success, others to be lost in the whirl of city life.

Will any one contend for a moment that the instruction given in the rural schools will adequately equip these boys and girls for the highest success, either on the farm or in the city? Remembering that these country schools are taught by teachers in many cases poorly prepared, and unaided by good supervision, considering the irregularity of attendance, and the length of the school year, could it be expected that the most desirable results would be secured? These pupils go out from the school with perhaps a better knowledge of arithmetic than of any other subject taught, and yet those who have had to do with them know how meagre their knowledge of this subject is, and how little skill they possess in applying this knowledge in practical business operations. They have learned a few facts of geography, most of which will be forgotten within a year after the close of school. Few of them have any adequate command of the English language, or know how to write a business letter. They have studied some text book in U. S. history, but have probably learned more of the details of battles and campaigns than of any other phase of the history. Of the commercial, industrial and economic development of the country, they know little or nothing. They have committed to memory some portions of the constitution of the state and of the national government, but know little of civic life beyond this. Not one in ten of them can read a popular book on the

principles of agriculture, or a farm journal intelligently. Of the sciences upon which successful practice in agricultural pursuits depends, they know absolutely nothing. And yet they are to enter upon their life work with this preparation. I am not claiming that all this work can be properly done in the rural schools, nor that all of it can wisely be undertaken. With properly trained teachers it is possible that beginnings in the study of elementary science might be made in the rural schools, but few of the pupils have the maturity of mind to enable them to grasp anything beyond the merest rudiments of these sciences until after their days of attendance at the rural schools have passed. In this discussion I am confining myself chiefly to the specific preparation for intelligent work in agriculture and in domestic economy, and shall not attempt to discuss the general lines of training now undertaken in the public schools. I am not now contending that the schools shall give all the information and training essential for the farmer's success. The schools can not do it if they would. A large part of this training and information must come from the boy's experience in the actual work of farm life. What I am contending for is that the schools at the present time and under present conditions of organization, do not furnish such knowledge and training as will enable the farmer's boy to make the most of himself upon the farm, and to derive the largest benefit from his contact with and experiences in the every day work of the farm. His interest in farm journals is confined chiefly to the illustrations and the advertisements. He does not care to read and could not read intelligently if he would, much of the matter which would be of most value to him in these journals. The same is true of the large number of most excellent books now published, dealing with the best modern practice in farming.

Thus far I have been dealing with the conditions under which the boy enters upon an active farm life. How is it with the girl? Her instruction in the rural school has been the same as that given the boy. Has it better fitted her for her duties in rural life than it has the boy? Whatever she has learned directly fitting her to discharge these duties, she has learned in the home and not at school. I believe that she may better learn many things in the home than in the school. I know she does not learn many things in the home which she ought to know and practice in her own home later on, both for her own well being, comfort, and happiness, and for that of her family; and I further know that many of these things may be taught in the school. Not all of them in the rural school, under existing conditions, but that a school may be so organized as to give knowledge and training in these essentials.

*Present Agitation Due to a Recognized Need for Something Better.*

In view of these considerations does it not appear likely that the present agitation in favor of a more practical training of boys and girls in the rural communities, for the every day concerns of rural life, is the outcome of a careful consideration of these questions, of an agitation on the part of those who have considered them, which has resulted in an awakening of public sentiment, culminating in a demand for something different at least from what we now have. With many people the demand is based upon dissatisfaction with present conditions; a demand for something, they know not what. They see that the rural schools are not doing for country boys and girls all that they need to have done for them, and while they are vague as to what more shall be done, and as to how, when, where, and by whom it shall be done, they are earnest in the desire that something shall be done. This demand, then, is not

a fad; it has grown out of a settled conviction on the part of a large number of people that improvement is necessary, and they are looking to those whose business it is to study, shape, and organize educational systems and policies to show the way in which it can be done.

SECOND:—"IN THE FIELD OF AGRICULTURE AND DOMESTIC ECONOMY, IS THERE ANY USEFUL BODY OF KNOWLEDGE WHICH CAN BE TAUGHT OUTSIDE THE EXISTING AGRICULTURAL COLLEGE AND TECHNICAL SCHOOLS, TO FARMERS' BOYS AND GIRLS, EITHER IN EXISTING SCHOOLS, OR IN SCHOOLS TO BE SPECIALLY ORGANIZED FOR SUCH WORK?"

This is a question which most people will at once and without hesitation answer affirmatively, and yet it is not so easy to formulate the body of knowledge which can be so taught. The province of Ontario in Canada, answers this question by putting into every rural school in the Province this year, a text book on Practical Agriculture, which is to be taught by the teachers of those schools. This book deals in Part I with The Plant; Part II, The Soil; Part III. The Crops of the Field; Part IV, The Garden, Orchard and Vineyard; Part V, Live Stock and Dairying; Part VI, Other Subjects, which includes chapters on bees, birds, forestry, roads and the rural home, and an appendix giving list of trees, list of weeds, spraying mixtures, etc.

Cornell University has organized a bureau in its agricultural department which is this year expending $18,000 in an effort to secure an intelligent consideration of nature study in the common schools of New York. Prof. Bailey, who is at the head of this bureau, does not send out a formal course of study, but does seek to secure organized effort through farmers' bulletins, leaflets for farmers' reading clubs, and leaflets for the teachers which give in detail, lessons in nature work, and which are to serve as a guide for the teachers in carrying on this subject in the school.

A number of the agricultural colleges of the country have organized short courses for the purpose of meeting the wants of the farmers' boys who have had no other education than that which the country schools afford. The short courses offered by the Agricultural Department of our own University are among the very best. In these short courses some very practical subjects are being considered, and that they are being considered with success is shown by the fact that the boys who take the work in the short courses are eagerly sought for to take positions at good wages. After even two short terms' work in these courses the earning capacity of these boys, as measured by what farmers and dairymen are willing to pay for their services is doubled or trebled. It is unquestionably true that the school which is to best fit the boy or girl for farm life, and probably for any other kind of life should undertake to train them to intelligently observe the things about them. It should not only train them to observe intelligently, but in the giving of that training it should direct the observation so that it shall concern itself with what is worth observing, and so that the results of the observation will be not merely curious or interesting information, but knowledge which shall be of value. The study of nature to be of most value for the purposes under consideration, must go beyond mere observation of phenomena, and wherever it is possible, seek for the reasons lying back of the phenomena.

*Agricultural Instruction Provided For in Foreign Countries.*

In Ireland agriculture has been for years a compulsory subject for boys of the fourth and higher classes in all rural schools, and it is op-

tional for girls. For this work the Commissioners of National Education have laid down a program consisting of various chapters of a book entitled "Introduction to Practical Farming," which deals with such subjects as the following: Cultivation of land; manures; live stock; dairying; gardening; agricultural implements; land drainage and reclamation; farm fences, etc.

In France instruction in "Elementary Ideas of Agriculture" is compulsory, and a complete scheme in the form of a practical guide for the uses of teachers for giving such instruction has been formulated. It states the aim as follows: "The aim of elementary instruction in agriculture is to initiate the bulk of our country children into that degree of elementary knowledge which is necessary to enable them to read a modern book on agriculture with profit, or to derive advantage from attending an agricultural conference; to inspire them with a love of country life, so that they may prefer it to that of towns and factories; and to convince them of the fact that agriculture, besides being the most independent of all means of livelihood, is also more remunerative than many other occupations, to those who practice it with industry, intelligence and enlightenment."

A former Director General of French agriculture, in speaking of agricultural instruction, says: "The aim and object of France has been not only to give children and young people the means of acquiring knowledge, but also to establish means for interesting old cultivators. In this country of extreme competition, we must admit that the agriculturalist can only thrive if in working the soil, he adopts scientific methods. Old routine is no longer sufficient in this branch, as it is proved to be insufficient in manufacture."

In Germany agricultural education has so broadened out as to include training in every technical part of a farmer's work, culture of forests, fruits, flowers and vines; schools to teach wine, cider and beer making, machine repairing, engine running, barn construction and surveying; knowledge of poultry, bees, and silk worm raising; domestic economy, sewing and accounts for farm women.

The royal commission appointed to investigate the causes of agricultural depression in England in 1897, reported among other things as follows: "We believe that it is essential for the welfare of agriculture that there should be placed within the reach of every young farmer a sound, general school education, including such a grounding in the elements of sciences bearing upon agriculture, e. g., chemistry, geology, botany, and animal physiology, as will give him an intelligent interest in them and familiarize him with their language."

In the Scandinavian countries of Norway, Sweden, Denmark, and Finland, agricultural education has reached a high stage of development. There are more than 150 agricultural, horticultural, forestry, and dairy schools in these four small states. Agricultural instruction in these states is not undertaken in the primary schools, but is offered in a class of schools corresponding somewhat to our high schools, taking as students young men who have reached 18 years of age, and who wish to fit themselves for the work of farming.

Nearly every other country of Europe, including Russia, as well as many of the colonial dependencies of European nations, have organized schools for the purpose of instruction in this subject. In view of these facts, it would appear that there must be a considerable body of knowledge concerning the subject of agriculture, which the schools may undertake to teach. In view of the status of agricultural instruction in France, Germany, Ireland, England, and the Scandinavian countries, it would seem that there is such a body of knowledge pertaining to this

subject as may properly be taught in the schools of a lower grade than the agricuutural college.

*What May Properly Be Attempted.*

Without attempting to go into detail, it seems entirely reasonable to assume that instruction may be given profitably in schools of the grade of our elemenary and secondary schools in the following subjects:

The Soil.
Plant Life.
Animal Life.
Economics of Agriculture.
Manual Training.
Domestic Economy.

In dealing with the first topic, The Soil, consideration should be given to its composition, modes of cultivation, fertilization, drainage, effect of rotation of crops upon the soil, means of restoring worn out soil to a condition of fertility, and the adaptation of different soils to different classes of products.

Under the second topic, Plant Life, there should be a consideration of the various forms of cultivated plants, including a knowledge of best varieties for local cultivation; germination; modes of growth; modes of harvesting; care for after harvesting; effect upon soils; economic values for marketing, for feeding, and for fertilization. For the boy who is to be a farmer, or the girl who is to be a farmer's wife, and possibly for any other boy or girl, the botany of the corn plants, the modes of growth of other forms of plant life on the farm, if properly taught, may prove at least of as much value as the study of mosses, or other forms of plant life upon which much time is now spent in the field of botanical instruction. This study would be for him a matter of practical utility, and would give him knowledge that would awaken an interest in the growth of agricultural products, resulting in more intelligent cultivation, better adaptation of crops to soil, and better financial returns.

Treatment of the third topic, Animal Life, should provide for a study of the domestic animals grown for pleasure or profit, including a knowledge of breeds and breeding; feeding; judging; care, including the prevention and treatment of the diseases of domestic animals; preparation for marketing either the animals or their products; and such knowledge of animal pests, and of the modes of treatment for the prevention of their ravages, thus far discovered, as would enable the farmer to save many a crop which otherwise might be ruined. Might not such knowledge be so organized and taught as to be of at least as great value, both for knowledge and for training, as the study of the tadpole, the crayfish, and the angle-worm?

In treating the fourth topic, The Economics of Agriculture, study should be made of the relations of the farmers to general industrial, and commercial organizations; of the economics of farm life, including a practical system of domestic accounting, which would enable him to tell with the same accuracy that the manufacturer tells, the cost of any given product during any given period of time.

Under the fifth topic, Manual Training, instruction could profitably be given in wood working, not only for the purposes of hand and eye training, but for the practical knowledge and skill resulting from such training, and which would be of value to him as a farmer. To this might be added elementary instruction in blacksmithing, which would enable him to make any of the simple repairs of tools at home, that otherwise he would be compelled to have done at a distance from his own home, and with considerable expenditure of time and money.

## *Improvement of the Rural Schools.*

Under the general subject, Domestic Economy, instruction could be given in sewing, including dress making and millinery work, which certainly would be of value to the girls who are either to perform these lines of work for themselves, or to supervise that work when done for them by others. It would not only develop skill, but would cultivate the taste, and develop a knowledge of the difficulties incident to such work which would make them more considerate of those who might be in their employ, or under their supervision.

In cooking, a course of instruction might properly be given which should include a knowledge of the constituent elements of food products, and their value for definite purposes, which would enable them to construct for the animal, man, a balanced ration. For all concerned this is perhaps as important as the determination of a balanced ration for the cow or the hog. It should also include a knowledge of invalid cooking, which would enable them to know what are proper foods for invalids and how to prepare such food. Such a course of training would develop economy and skill in the choice and preparation of food which would not only result in the saving of money, but in the better physical, mental, and moral condition of those fed. To this might be added practical instruction in the different details of housekeeping which would add much to the appearance, pleasure, and comfort of the home.

In horticulture and floriculture, instruction might be given which would be of value to both girls and boys in the matter of adorning and beautifying the home surroundings.

For the work on the soil, on plant life, and animal life, and in cooking, a knowledge of essential scientific principles and their application would be necessary. It would not be necessary, even though it were desirable, to give extended courses in geology, botany, zoology, physics, and chemistry in order to place this instruction on a rational, scientific basis. For the teacher, it would be essential that he decide what is to be taught in any one of these branches, and then to decide what knowledge of science is necessary in order that the desired instruction may be properly given.

It must be apparent that in this paper it would be entirely improper to attempt to go into detail as to the precise things which should be taught in each of these subjects. The only question is, do these subjects, taken together, contain a body of knowledge of high utility to the country boy and girl, and which may be taught to them? I have already indicated my belief that these subjects do embrace such a body of knowledge, and that under proper conditions that knowledge may be taught.

THIRD: "WILL THIS BODY OF KNOWLEDGE IF TAUGHT, AND THE TRAINING COMING WITH THE MASTERY OF IT, BE OF GREATER PRACTICAL VALUE TO THESE PUPILS THAN ANY OTHER BODY OF KNOWLEDGE, AND ACCOMPANYING TRAINING WHICH COULD BE GIVEN DURING THE SAME TIME?"

This question is one which seems to me needs but little discussion. It is a body of knowledge which directly concerns these people in their subsequent vocations. It is a kind of knowledge which is essential today for success in those vocations. It is a kind of knowledge, both in scope and character, which will rarely be obtained by the individual unless obtained in the school. Is there any other body of knowledge which could be substituted for it, and which would be of higher utility to these people for all the practical purposes of life? If there be such another body of knowledge, I do not know what it is. I am thoroughly convinced that it is not the body of knowledge that these young people now get, even the few of them who complete the work of the secondary

schools. Will the effort put forth in acquiring this knowledge result in training as valuable as the training resulting from the acquisition of a body of knowledge of less practical value? I am one of those people who believe that knowledge may be valuable in itself and that its acquisition may furnish the highest kind of training; that the student who spends time anywhere in any grade of school in acquiring knowledge of value only for training, when he might acquire other knowledge valuable for other purposes, and equally valuable for training, is wasting his time and energy. A five-dollar gold piece has a certain definite value, but the individual who would accept a five-dollar gold piece when he had his option either to take that or a ten-dollar gold piece, would be a fool. The essence of training is doing. In nearly every one of the lines of work suggested, the student is brought into direct contact with things, is trained to study them and their relations to each other, to himself, and to other things; he would furthermore be constantly employed in dealing with these things, and not with words. He would be required to see something, and to do something at every stage of his work, and the seeing and doing would be guided by thoughtful consideration of means and ends. This training, while it would be general in its scope would, at the same time, be specific in nature as well, as it would develop skill along the lines where skill would be needed in his subsequent work. Do not these conditions furnish the best possible elements, both for the training of the mental and physical activities of the individual?

One of the chief purposes in education should be to develop interests, and one of the very necessary outcomes of such a course of training would be to develop an intelligent interest in the activities incident to rural life.

*Work Above Outlined Can Not Now Be Done in Existing Rural Schools.*

If now I have established the proposition that the line of work indicated is demanded by existing conditions, that it is valuable and feasible, both for knowledge and training, the only question that remains to be answered is,—Under what conditions can such instruction be given? I wish to say at the outset, that I do not believe it feasible under existing conditions as to age of pupils, preparation of teachers, supervision of school work, and length of the school year, in rural schools as at present organized, to undertake much if any of this work.

A parliamentary commission appointed to investigate and report on Manual and Practical Instruction in Primary Schools under the board of National Education in Ireland, after a most exhaustive examination of the subject, reported last year as follows: "The evidence we have received throughout Ireland, goes to show that the subject as taught is of little educational value. This subject is taught in the national schools as a rule entirely from a single text book, and is unaccompanied by any practical illustrations, a knowledge of the text book alone being required by the rules of the commission. The children do not get any real grasp of the subject, as no efforts need be made to give them a practical acquaintance with the objects and processes described in the lessons. For example, Dr. T. J. Alexander, Head Inspector of National Schools in Cork, states that the present book teaching is worthless. Mr. Purser, another Head Inspector, expressed the same opinion. Lord Monteagle, who is much interested in agricultural education, is of opinion that the present teaching out of a book is wholly useless if not worse. Similar evidence was given by many other competent witnesses. This opinion is quite in accordance with the evidence we received in England.

## *Improvement of the Rural Schools.*

Mr. T. G. Rooper, one of Her Majesty's Inspectors of Schools in England, declared that he would never encourage the teaching of agriculture merely from a book. We are consequently of the opinion that the course of agriculture as at present prescribed for National Schools, should be altered. The new course should consist of instruction in the elements of the natural physical sciences that have a direct bearing on agriculture, and this instruction should be given with the aid of experiments of a simple character, performed as far as possible by the pupils themselves. Such a course of instruction will be of a nature entirely within the capacity of the children of a primary school. It will afford a good disciplinary training for all children, even for those who are not to be subsequently engaged in the practice of agriculture, while it will enable those who are to be so engaged, at a later stage, to make intelligent use of scientific treatises on the subject."

"The course in agriculture thus modified will naturally constitute the course in elementary science for boys in rural schools."

The following is from a publication recently issued by the French government, on "The Teaching of Elementary Ideas of Agriculture in Rural Schools":

"Instruction in the elementary principles of agriculture, such as can be properly included in the program of primary schools, ought to be addressed less to the memory than to the intelligence of the children. It should be based on observation of the every day facts of rural life, and on a system of simple experiments, appropriate to the resources of the school, and calculated to bring out clearly the fundamental scientific principles underlying the most important agricultural operations. Above all, the pupils of a rural school should be taught the reasons for these operations, and the explanation of the phenomena which accompany them, but not the details of methods of execution, still less a resume of maxims, definitions, or agricultural precepts. To know the essential conditions of the growth of cultivated plants, to understand the reasons for the work of ordinary cultivation, and for the rules of health for man and domestic animals—such are matters which should first be taught to every one who is to live by tilling the soil; and this can be done only by the experimental method.

"The master whose teaching of agriculture consists only in making the pupils study and repeat an agricultural manual, is on the wrong path, however well designed the manual may be. It is necessary to rely on very simple experiments and especially on observation.

"As a matter of fact, it is only by putting before the children's eyes the phenomena to be observed, that they can be taught to observe and that the principles which underlie the science of modern agriculture, can be instilled into their minds. It should be remembered that this can be done for the rural agriculturist only at school, where it will never be necessary to teach him the details which his father knows better than the teacher, and which he will be certain to learn from his own practical experience.

"The work of the elementary school should be confined to preparing the child for an intelligent apprenticeship to the trade by which he is to live, to giving him a taste for his future occupation; with this in view, the teacher should never forget that the best way to make a workman like his work is to make him understand it."

The course outlined by the French government indicates that the work designed for the elementary schools is of a character known in this country as nature study, and elementary science lessons, the scope and character of the science lessons being determined with reference to their bearing upon the subject of agriculture.

## *Improvement of the Rural Schools.*

Nearly thirty years ago the experiment of introducing this subject into the district schools was tried in Canada, and proved so complete a failure that it practically put a stop to the whole matter until within the past two or three years. It is now being undertaken again, and time alone can determine what the success of the experiment will be. If it should succeed there, it would be no proof that it would succeed here. No teacher is allowed in the schools of the Province of Ontario who has not had at least one year of professional training, and the training schools give instruction in this subject. Whenever we have in our rural schools a body of professionally trained teachers who have had specific instruction in this subject and modes of teaching it, we may then hope to make some progress in the rural schools, but until then, we must look elsewhere for this instruction.

*A New Class of Schools Needed in Rural Communities, to Be Known as County Schools for Instruction in Agriculture and Domestic Economy.*

In 1899, the legislature in Wisconsin enacted a law authorizing county boards to make appropriations for the establishment and maintenance of county training schools for district school teachers, and provided for state aid to the amount of $1,250 to each of the two schools first organized. The state aid was limited to two schools for the purpose of giving opportunity to try the experiment thoroughly before embarking upon it on any extended scale. The two schools were organized last year, and are meeting the most sanguine expectations of their promoters. Indications are that if the legislature shall extend the aid to other schools, there will in the near future be a considerable extension of this line of work.

For the purpose of giving the kinds of instruction I have been discussing, I venture to suggest the following plan:

Extend the idea upon which the county training schools for teachers were organized *so as to provide for the establishment of county schools for instruction in agriculture and domestic economy.* Give to any county establishing such a school state aid to the amount of at least one-half the sum actually expended for purposes of instruction in such school. Admit to these schools boys and girls who have at least completed the course of instruction in the elementary schools, and who have reached the age of sixteen. Provide for courses such as I have already considered in discussing the body of knowledge which should be taught, including manual training, and make the course two years in length. Add to the courses already indicated such instruction in language, literature, history, and mathematics as may be carried on in connection with the other work. Such a school should have in connection with it a small tract of land to be used for illustrative and experimental purposes; not the line of experiments which the agricultural experiment station undertakes, but a more simple line which could be carried on under the direction of the teachers, and which would be of value for observation and training purposes. Such a school could give in addition to the other work, a great body of the work now given in the short courses in agriculture offered in our agricultural colleges, and it could carry on work in some lines, considerably in advance of what is now undertaken in those short courses. Such a school centrally located in a county would furnish an opportunity for attendance by residents of the county, at a very moderate expense. Many of the pupils could board at their own homes, while others could board themselves, returning *home* on Friday night, to remain over Sunday. Such a school would

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necessarily have to be equipped with such simple laboratory apparatus as would be necessary for the experimental work in science. It would need a well selected library of books on agriculture and domestic economy, and should be supplied with the best periodical literature pertaining to those subjects. It could be made a distributing center for that county, of the agricultural bulletins sent out from the agricultural colleges, and if effort were made to interest the pupils in such of these bulletins as came within the range of their comprehension, they in turn would interest their parents in them. The result would be that where one is now read in such a community, ten would then be read, and with greater interest and more intelligence. Such a school would also be a center for meetings of farmers for discussion upon agricultural subjects. When a number of such schools were established, professors could be sent out from the agricultural college, going from one to another, remaining a sufficient time at each to give instruction not only to the students, but to farmers who might care to attend, in various subjects which could not be taken up in the school itself. The dairy industry, for instance, would furnish an excellent field for such work. The example of Denmark furnishes an excellent illustration of the value of such traveling professors. The same plan is successfully followed in Germany, and in Ireland, as well as in some other countries.

### *Relation of the County School of Agriculture and Domestic Economy to the County Training School for Teachers.*

If such a school could be established in connection with the county training school for teachers, provision could be made for giving instruction to students in the training schools in such phases of the work in agriculture and domestic economy as could profitably be undertaken in the district schools. With such a body of teachers so trained, we might then reasonably expect to secure some of the results which many hope to see coming from the introduction of this subject into the district schools.

Two difficulties present themselves in the carrying out of this plan. One is the absence of specially trained teachers for this work. The other is the absence of text books in which have been formulated the body of knowledge which should be taught. Our agricultural colleges can very readily supply the teaching force as soon as it becomes evident that there will be a demand for such teachers. In the schools first organized the teachers will have to depend upon themselves and upon the books now published through many volumes of which the material to be taught is scattered. Experience will indicate what work can most profitably be done, and with the development of the system, well considered and carefully arranged text books will follow as a matter of course. I believe such a plan as this is a feasible one, that it will command the support of the people most interested, the farmers, that it will show tangible results early, and that as the system is extended it will awaken the intelligence of the community where the schools may be, and arouse an interest in matters pertaining to farm life which will give us better trained, more successful farmers, as well as better trained men and women, and better citizens.

*Supervision of Rural Schools.*

SUPERVISION OF RURAL SCHOOLS.

Any one who has any knowledge of the subject knows how utterly inadequate is the supervision of the rural school, not through the fault of the superintendent, but because of conditions which he is powerless to control.

In 1899, a bill was introduced in the legislature, which had for its purpose the remedying of these defects. An argument setting forth the necessity for some legislative action and discussing the merits of the bill was made before the joint committees on education, and a large number of the members of both houses of the legislature. As that argument presented quite in detail the reasons for modification of the existing system, and as the same reasons exist to-day as then, I incorporate that discussion of the question as a part of this report. The bill failed to become a law; I had little hope when it was presented to the legislature that it would be enacted into a law; it was a radical measure, but the discussion served to awaken interest and call attention to existing evils. I believed that the measure proposed was a good one; I believe so still, but if the people of the state are not prepared for so radical a measure, I am in favor of any proposition that gives reasonable promise of removal of existing evils, and more effective supervision.

## CONDITIONS WHICH MAKE A CHANGE IN THE PRESENT SYSTEM OF SUPERVISION OF THE DISTRICT SCHOOLS DESIRABLE.

There were enrolled during the school year ending June 30, 1898, in the schools under the supervision of county superintendents in Wisconsin 306,000 children. There were expended for the maintenance of these schools during the same year, $3,171,000. Over ninety-five per cent. of the children enrolled in the rural schools attend no higher schools, but go directly from the district schools to the affairs of life. These schools were taught by 9,800 teachers, under the supervision of seventy-two county superintendents.

Where interests so large are involved as the education for citizenship of over 300,000 children annually in these schools, necessitating the expenditure of so large a sum of money raised by voluntary taxation,

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it is important for those concerned with the administration of educational affairs, as well as for those who pay the taxes, and whose children are being educated, that the best possible returns for the expenditure shall be realized.

### QUALIFIED TEACHERS AND CLOSE SUPERVISION A NECESSITY.

In order to secure the highest results in the administration of these schools two things are absolutely essential, and need only to be stated to command the assent of every intelligent citizen. The first is that these schools shall be in the charge of persons thoroughly qualified to do the work of teaching in such a manner as shall secure the best possible training with the least loss of time. The second is that there shall be efficient and organized supervision of the work of the teachers in these schools. The necessity for this supervision is evident when we take into consideration the fact that not less than one-third of the entire teaching force in these schools drops out each year, and their places are filled by new, and in most cases, inexperienced, teachers. Without careful supervision the work of an entire term may be practically wasted because of the inexperience and inefficiency of the teacher; or, if work is well done during a term, the next teacher may fail to inform himself of the work done by the preceding teacher, assume that all pupils in the school should begin the work in each subject anew, and thus waste the time of the pupils in going over again and again work which has been done before. Effective supervision will remove this difficulty, and save time to the pupils and keep alive their interest because new work is given them.

No man engaged in any industrial enterprise where any considerable number of men are employed and any large expenditures made, thinks of carrying it on without providing for close and effective supervision at every stage in the progress of the work. The lumberman provides for it among his men in the lumber woods. When the logs are taken to the mill the same close and effective supervision of the men employed in cutting them into the various grades of lumber and handling this lumber until the time it is shipped to the points of destination, is continued. When the lumber reaches the factory where it is to be worked up into various finished products, the value of supervision is fully recognized, and must be taken advantage of if the manufacturing enterprise is successful. The same thing is true in every phase of organized industrial or commercial activity. It must be evident that sound business principles demand that in the expenditure annually of $3,171,000 for any purpose of such vital importance as the education of the citizens of the state, there must be careful and effective supervision of the persons employed to do this work.

### FAILURE OF THE PRESENT SYSTEM.

The present system which provides for the examination and certification of teachers, and the supervision of these schools by the county superintendents fails in almost every county of the state to meet the two requirements named. The county superintendent examines teachers to determine their qualifications, and issues certificates which legally qualify them to teach. It is also made a part of his duty to visit the schools and supervise the work done in them. When the superintendent has been elected and is ready to enter upon his work, what are the conditions which confront him? Ninety per cent. of the superin-

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tendents of the state say this year, and what is true this year has been true in any year since the county superintendency went into effect, that they are unable to limit the issue of certificates to people whom they believe to be thoroughly qualified for the work of teaching; that they are beset by political influence demanding that certificates shall be issued to friends or relatives of the political supporters of this officer without reference to qualifications. If they fail to accede to these demands, they are threatened with defeat in the next nominating convention, or at the polls. Here and there a man is found strong enough and independent enough, because not entirely dependent upon the salary of the office for a livelihood, to stand up manfully and refuse to issue certificates for any reasons except that the persons applying for them show the necessary educational qualifications. Such men are rare, however, and frequently pay the penalty of their convictions by defeat at the polls. Their successors take warning from the fate of their predecessors, and do not attempt to fight what they deem to be the inevitable. What are the results? Certificates are issued to a number of people far in excess of the number of schools in the county, sometimes to double the number, with the inevitable result that a large number of immature, unqualified teachers are legally entitled to teach. Many of these people are engaged to take charge of schools and in numerous cases the entire expenditure for the maintenance of such schools is worse than wasted. Not only have the children gained nothing, but they have actually lost, because they have lost an interest in their work, and bad mental habits have been developed. It is hardly fair to blame the county superintendents for failure to stand up against this political pressure. They are simply human. In most cases they are either dependent upon the salary which they receive for their support, or they are holding the office as a mere makeshift, intending to leave it as early as possible for some more congenial employment. In either case, they do what nineteen people out of twenty would do under similar circumstances, stifle their own convictions, yield to the pressure, and subject the schools to the rule of immaturity and inefficiency.

In regard to the second requirement, that of effective supervision, what does the superintendent find? In a large number of counties in the state, the number of schools is so great as to make even one visit to each of them during the school year practically impossible. In a number of counties of this state there are many schools which the superintendents have not been able to visit during the past year, and there are a number of counties where it is credibly reported that there are schools where three or four years have elapsed without a visit from the county superintendent. In most cases this is no fault of the superintendent. In Dodge county there are 235 teachers at work in the district schools. In Grant county, 294. In many other counties the number ranges from one to two hundred. When we consider the demands made upon the superintendent in conducting two series of examinations yearly in different parts of his county, and examining the hundreds of sets of examination papers, the time required to do the necessary office work, and the travel necessary to reach the different schools in his county, it will be evident that the task set him is one beyond the power of mortal man to accomplish. Effective supervision does not mean an hour's visit to a school once a year, or even once a term. When we consider the large number of inexperienced teachers engaged in each county every year, and realize that in many cases it is impossible for the superintendent to reach these teachers until nearly the close of their term of service, it will be evident that such visits are productive of little or no good, and only serve to emphasize the lack of any supervisory force. In some

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counties in the state the number of schools is sufficiently small, so that superintendents are able to do effective work in supervision. If they could be relieved from the political pressure which forces them to issue certificates to people unqualified, their work would be effective, and the schools would take a high grade. In a few counties in the state this condition obtains, but it is not too much to say that even in these counties when a person is elected to the office who is not strong enough to stand up against the demands of political influence, he may do an injury to those schools in a single term which can not be repaired by even the most efficient and independent superintendent during the next four years. These conditions are not over stated. Twenty years of observation and experience in dealing with the rural school problem, supplemented by the frank and candid statements of a vast majority of the superintendents, prove that the facts have here been understated, rather than overstated.

### COMPLAINT THAT THE INTERESTS OF THE DISTRICT SCHOOLS HAVE BEEN IGNORED.

For years there has been heard the statement from numerous sources throughout the state, that in our educational interests the common schools have been neglected; that the legislature has, with liberal hand, provided for the needs of the university, and the normal schools, the high schools and the institutions for the criminal and defective and dependent classes, but that practically nothing has been done to improve the character of the training given to the great mass of the children in the state in the common schools. Are these statements true? They are believed to be by the men and women engaged in educational work, almost without exception; they are believed to be true by thousands of the citizens of the state not directly engaged in educational work, but who are interested in the education of their children. They are believed to be true, not only in this state, but in every state in the Union, and three years ago the National Educational Association, the largest and most powerful educational association in the world, appointed a committee of twelve of the acknowledged leaders in educational work in the United States, to investigate this problem of education in the rural schools, and to prepare a report setting forth its conditions, the necessity for and means of improving them. This committee spent two years in investigating the subject, and has prepared a most elaborate report covering the entire field. While they take up other sources of weakness in the rural schools, they emphasize most emphatically the two sources already mentioned, and make clear the necessity for bettering these conditions before any considerable improvement in the common schools can be expected. This is the mature conviction of a body of men who have been studying educational problems all their lives. Not simply teachers, but men with administrative and executive ability, men of affairs as well, who discuss the question and reach their conclusions not only from an educational standpoint, but from the standpoint of business organization, as well. While we have been deploring this condition of the common schools year after year, those interested and upon whom the responsibility naturally devolves, have been seeking for some way to remedy matters. The necessity for radical change in the plan of organization has become manifest whenever and wherever the problem has been investigated, but the fear of opposition to any radical measure has deterred those interested in most cases from proposing any remedy.

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### A REMEDY PROPOSED AND ITS HISTORY GIVEN.

Bill 263, S., and concurrent bill 491, A., is a measure somewhat radical in its nature, but which has been prepared with the conviction that if any attempt is made to improve these schools it is wise to put fully before the people existing conditions, and to propose such a remedy as may reasonably be expected to remove the existing evils without bringing into existence new and greater evils. This measure is not of sudden growth, but in outline was proposed to the State Teachers' Association in 1890. It was approved by that body without a dissenting vote. A committee was appointed by that association to prepare in detail a plan for the reorganization of the supervision of these schools, and to report at its next meeting. In 1891 the committee presented its report. This report was again adopted by a unanimous vote of the association. A committee on legislation from that body was appointed, and instructed to prepare a bill embodying the recommendations of the report, and to present it to the legislature. The committee discharged this duty, prepared the bill, and it was introduced at the legislative session of 1892, but failed of adoption. The present bill is practically the same measure. It has been introduced in response to the demands from a large number of people engaged in educational work in the state, and in response to what is believed to be a feeling general throughout the state, that there is a crying need for improvement in the rural schools. A synopsis of the bill is herewith presented, which sets forth in detail its provisions. That it is a radical measure is admitted. The interests of 300,000 children who are attending these schools, the interests of the parents of these children, and of others who pay the taxes for the support of them and demand the best possible teaching obtainable in these schools, and that radical changes are necessary to secure such teaching, are the reasons which convince the authors of the bill that it is a wise measure, though it be a radical one.

### ESSENTIAL PROVISIONS OF THE BILL.

The bill provides for the abolition of the office of county superintendent, and the creation of that of district inspector of common schools in its stead. It provides for the creation of a state board, who are to appoint the district inspectors. This proposed board to consist of the professor of pedagogy of the university, board of examiners for state certificates, and the institute conductor from each normal school. The state superintendent is to appoint an assistant, who shall act as secretary of the board. The salary proposed for the secretary is two thousand dollars.

The bill provides for the creation of not more than one hundred and fifteen inspection districts, the boundaries thereof to be determined by the board, the number of schools in the several districts to be as nearly equal as may be, the districts of compact form and contiguous territory, and bounded by township lines; the boundary lines to be changed or or new districts added when made necessary by growth of population. The inspectors first appointed to enter upon the duties of their office on the first Monday of January, 1901, and to continue to serve until July 1, 1903, the terms thereafter to begin on like dates and continue for two years. Provision is made for filling of vacancies whether caused by death, resignation or removal. Inspectors must be selected from residents of the inspection districts for which they are appointed, and must possess the same educational qualifications as required for county super-

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intendents under existing laws. The board is given authority to prepare rules and regulations for forming examination districts and keeping records.

The bill provides for a salary of one thousand dollars for each inspector, and five dollars additional for each school or department thereof in his inspection district, this amount to be in full for services, expenses and stationery, and provides for the retention from the one-mill tax of a sufficient sum from each inspection district to pay the salary of the inspector of that district, and for apportionment of the amount not so retained. It gives the district inspectors the same powers as county superintendents. The members of the board are to receive no salary, but are to be paid five dollars a day for services in attendance upon the meetings of the board, and necessary expenses incurred in attending such meetings, two meetings being provided for annually.

### COMPOSITION AND QUALIFICATIONS OF THE PROPOSED APPOINTING BOARD

It is believed that the composition of the appointive board provided for by this measure is such as to make it an ideal board for the purposes for which it is created. The men who constitute the board are in every case selected originally with reference to their ability to perform other educational work of the highest quality. The professor of pedagogy in the university is selected by the president of the university because of his eminent qualifications for the work there required of him. He is elected by the board of university regents. The institute conductor from each normal school is selected by the president of that normal school with reference to his ability, first to do institute work and properly represent the school throughout the state, and, second, for his ability as a teacher in the school. He is elected upon the recommendation of the president of the school, by the board of normal school regents. The three members of the state board of examiners are appointed by the state superintendent with reference to their learning, experience, breadth of view, and common sense in determining the qualifications of teachers. Since that board has been organized its members have been selected from among the leaders in educational work in the state, and without reference to their party affiliations. No state superintendent would dare to appoint a man to this position who did not possess the qualifications above indicated. Hundreds of people come before this board annually, and any incompetence or political bias manifested by the members would subject the state superintendent who appointed them to such criticism as would make his position a burden to him. These facts remove absolutely any fear of partisan bias or of the exercise of political influence by the board in making appointments. What are the further qualifications of the members of the board? First—The members of this board together will know personally every person in the state of Wisconsin eligible to the office of inspector. The professor of pedagogy in the university will know the university graduates who become eligible, because of personal contact with them in the class room. The members of the state board of examiners will know personally the qualifications of every individual coming before them for examination and there securing legal qualification for the office. The institute conductors will together know every graduate from the normal schools who becomes eligible to the office, thus covering the entire ground of eligibility.

Second—The professor of pedagogy in the university and the institute conductors from the normal schools cover practically every county in the state each year in the institute work. One of the members of this

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board has been engaged for twenty years in the institute work, and has probably worked in every county of the state, and in most of them many times. Every member of the board, as it would exist under this law, has had many years of service as a teacher in the state, and knows the local conditions in a large number of the different counties. It will thus be seen that the board as constituted is made up of men nonpartisan in character, who know the people eligible to the office of inspector, and who know the local conditions. The different interests which they represent will demand of them the greatest care and the highest efficiency in the selection of their appointees. It may seem that the preponderance of normal-school men is unwise. There are two reasons why this is not true. First—They are and have been broad minded, intelligent men, who come in contact with people outside their profession in all parts of the state, and thus come to know the sentiments of communities better than those who are confined closely to the work of the school room. Second—Each institute man is concerned to see that no other normal school has in any way the advantage over his own, and any attempt to secure an undue advantage would create opposition, on the part of every other normal school man on the board. Third—The character of the men who have held these positions since the organization of the normal school system, and the fact that they have ever been ready to assist qualified teachers, no matter where they were trained, in securing positions, is evidence that there would be no abuse of the appointing power by them. Fourth—One of the most important functions of this board is the organization with their appointees, of the work of inspection on a business basis. Every time the professor of pedagogy in the university or the conductor goes out for work in any county of the state, he will go as a representative of the board, to advise with and counsel and assist the inspector in carrying out the plan of organization decided upon. The institute conductors come into vital relations with the inspectors in every institute which they conduct. As members of this board they would be able to secure the most hearty cooperation and intelligent action toward realizing the best results from institute work.

These are some of the reasons which it would seem must remove the objections to such a board which may be entertained by an unbiased man, and which are based on the fear that it may become a political machine.

THE STATE SUPERINTENDENT IN NO WAY CONCERNED WITH THE APPOINTMENT OF THE DISTRICT INSPECTORS.

It has been charged that the state superintendent is to appoint the inspectors. The bill has been framed with special care to remove the state superintendent as far as possible from any relations with the appointing power. His relations with the appointees by this board are exactly the same as they now are with the county superintendents. It was urged in the committee that framed the bill originally that the state superintendent should be a member of the board. The present state superintendent, who was a member of the committee, insisted that this was unwise, that he was the only elective officer connected in any way with the plan of organization, and that he should not be subject to the charge which might be made, of using his political influence for his own interests. Furthermore, that he was the officer to whom appeals would lie from the ruling of the inspectors, and that in deciding these appeals it would be eminently unwise that he should constitute a part of the appointing power which had placed these inspectors in their positions.

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### SECRETARY OF THE BOARD.

Provision is made for a secretary of the board, who simply acts in that capacity as a keeper of records for the board, and performs such clerical work as may devolve upon him in that position. By the terms of the bill he is to be appointed by the state superintendent as an assistant. The work which he would be assigned outside of the duties as secretary would be chiefly that of looking after the organization, course of study and management of the graded schools of two, three or four departments, which have no high school connected with them. There are 319 of these schools in the state. Their courses of study are in a chaotic condition, as they are practically without any supervision at all. The county superintendents in the main feel that their work lies more largely with the ungraded schools, and that the person in charge of the school, as principal, is better able to plan and organize the work in the grades of his school than are the teachers in the ungraded schools. This principal teacher is usually required to teach every hour in the day, and is often himself lacking the knowledge which is essential to the proper classification and grading of such a school. Its course of study is frequently unfitted to the needs of the pupils. The state of Minnesota, with less than a hundred such schools, has a state inspector, whose whole time is given to work in them. It has for a long time been the feeling among educational men that there should be some direct assistance given to these schools from the office of the state superintendent, but without an increased force such work is impossible. It has been suggested in some quarters that such an officer might be a very valuable man to publishing houses, the insinuation being that honest men could not be found to fill such a position. Such a gratuitous insult to the intelligence and integrity of the teaching force of the state from which such officer would be selected is entirely unwarranted.

### TERM OF OFFICE.

The bill contemplates no change in the term of office after the first term, except a change in time, from January 1, to July 1, when the term shall begin. This puts the inspector into his position before the opening of the schools for the year, and if he retires from the position at the close of his term, at such a time as will not interfere with the work in his district. It also enables any retiring inspector to enter upon the work of teaching at the opening of the next school year. As it now is, if a county superintendendent retires from office December 31, and wishes to enter upon the business of teaching, he is usually compelled to wait until the following September to secure a position. The appointment of inspectors is to be made by the board for each term of two years, from residents of the inspection district for which the appointment is made. They must possess the same educational qualifications as are now required for county superintendents. They must have an acquaintance with the common schools, experience in teaching, and general executive ability. The reasonableness of continuing the present qualifications must be evident to all. While an educational qualification does not alone determine one's fitness for the position of inspector, it is one of the essentials. As has already been indicated, the members of this board have exceptional opportunities for determining the other elements of fitness possessed by the different persons who may be eligible.

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BETTER BUSINESS ORGANIZATION OF THE WORK OF SUPERVISION WILL RESULT.

The bill provides for securing the necessary records for the inspector's office, and for the office of the state superintendent, and for making such reports as are required. As the payment of salaries is dependent upon the making of such records and reports, and as the board has power to remove from office any inspector who may be proved to be derelict or inefficient in the performance of his duties, it is clear that there would be no trouble in securing a better business management of the office than has ever existed under the present system. It is not uncommon for a superintendent newly elected to the office, to find when he enters upon its duties that needed records are lacking, and frequently that absolutely no records of any kind have been left by his predecessor. A superintendent who was asked for certain information from the state superintendent's office, replied that he had entered upon the office at the beginning of this year, and that there had not been left by his predecessor a single record of any kind. He could not tell the number of teachers in the county, nor could he determine who held certificates, nor who were teaching, nor where any teacher was employed. There was not an examination paper on file. Another county superintendent of one of the largest counties reported in the middle of February that he had been engaged since entering upon his office, January 2, in trying to find out who were teaching in his county; that there were no records to show the names of teachers, nor where they were engaged. It is made the duty of the county superintendent to advise and consult with town clerks in the matter of selection of books for the district school libraries. It must be evident that to do this wisely for his county it is desirable that he shall know what books are in the different districts of the county, and yet not to exceed a dozen of the superintendents reported at the superintendents' convention held in February, that they had such a list on file. In many cases the reason given was that the demands upon their time for visiting schools were so great as to leave them no time for office work. It must also be remembered that 40 per cent. of the county superintendents now in office did not hold that office during the preceding term, and were not responsible for the failure of their predecessors to make and leave proper records. These are a few of the things that would be corrected under a system which would fix responsibility and hold the inspectors accountable. An effort has been made for a score of years to introduce a course of study into the rural schools, not to make them graded schools by any means, but to specify certain subjects which should be taught, and the order in which they should be taught, together. This was designed to prevent an immense waste. In the old-time schools, a teacher compelled classes to turn back and begin their books anew each term. Unless the inspection district is sufficiently small to enable the inspector to make close supervision, it is impossible for him to tell whether any attention is paid to this course of study or not, and if it is used by one teacher, to determine whether such records are left by that teacher as will enable the next one to take up the work where it was left off, and thus save pupils' time. The country boy or girl who can attend but six or seven months in a year has no time to waste in grinding over the same grist year after year, but without close supervision such waste of time and energy is inevitable.

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### COMPENSATION OF THE BOARD.

No salary is provided in the bill. It makes provision for the payment of five dollars per day to members of the board for necessary meetings. After the first organization of the work, a single day at each of two meetings annually would be entirely ample to perform the necessary work of the board. This would make the total cost due to the existence of the board a mere trifle.

### NUMBER OF INSPECTION DISTRICTS.

The measure provides for increasing the number of inspection districts from the present number, 72, to 115. The wisdom of this provision will be evident to any one who knows anything of the conditions which make it possible to secure adequate inspection of schools. This number of inspection districts would give an average of seventy-three schools to each inspector, the maximum number which any person can possibly supervise with any degree of effectiveness. The number of inspection districts should be greater, rather than smaller. When it is remembered that there are forty-three superintendent districts in the state now, with a number of teachers ranging from one hundred to two hundred ninety-four in each district, it will be seen at once that the greater portion of the state is without any adequate supervision. Some of the northern counties have fewer than seventy-three schools, but in most of these counties the schools are widely scattered, requiring the superintendent to travel long distances to reach them, and the country is filling up rapidly, new schools being organized each year, so that in a very short time such counties will have more than this average number. Reference is here made to the statements in the first part of this paper as to the value of the superintendents' visitation to the schools conducted by inexperienced teachers early in the work of the year, and to the necessity for repeated visits to such teachers. With the number of schools in each inspection district provided for in this bill, or as near that number as local conditions may warrant, it would be possible for the inspector to prevent many teachers from making a failure, and the waste of time and money incident to such failure, where under existing conditions failure inevitably occurs.

### PAY OF INSPECTORS.

The provisions of the bill for payment of the inspectors would increase the present cost for supervision by about $84,000. This means that the amount of increased taxation due to this measure would be 14 cents on every $1,000 of assessed valuation, or 17 cents for each child enrolled in the public schools last year, or it would increase the total expense for school purposes per capita in Wisconsin by three and seven-tenths cents. In fixing this salary it was the purpose to make it cover all expenses, which are now in many counties paid separately, and the cost of printing and stationery, and to make it sufficiently large to secure the services of thoroughly competent men. The average salary would be $1,360.00; the average salary paid to the principals of four years' course high schools in this state is $1,233.00. When it is remembered that they have no traveling expenses to pay, and that their bills for stationery and printing are paid by the high school boards, it will be seen that the salary fixed for the inspectors is considerably below that of the high school principals. Each inspector will find it necessary to keep a team, to own a carriage and sleigh, and to pay his

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expenses while on the road and also the necessary amount required for printing and stationery, which varies from $75 to $200 for each county. While the work of the district school inspector is different from that of a high school principal, it seems clear that its importance is no less, and that the work of directing the educational forces in 70 to 75 schools effectively, requires ability fully the equal of that of the high school principal.

IS IT WISE TO EXPEND $3,171,000 ANNUALLY FOR THE COMMON SCHOOLS WITHOUT USING SUCH A PORTION OF THIS SUM FOR SUPERVISION AS WILL SECURE THE BEST RESULTS FROM THE REMAINING EXPENDITURE?

With the present expenditure of $3,171,000 annually for the support of the common schools, it is simply a business proposition whether expending a larger portion of this amount than at present for the work of close supervision, is a wise one. As already stated, the cry for many years has been that liberal expenditures have been made for the high schools, normal schools and university, but that nothing is done for the rural schools. The bill provides for payment of these salaries from the portion of the one mill tax, which would be apportioned among the different inspection districts. It is believed that the increased sum necessary may thus be used without any increase in the burdens of local taxation, and that by such use the effectiveness of the schools would be increased very largely, using the remainder of the one mill tax apportionment and the sum now levied by local taxation for the wages of teachers and other necessary expenses. The wisdom of liberal expenditures for supervision is realized in all the city systems of schools. For illustration, in the public schools of Milwaukee there are 850 teachers, probably the best body of teachers in the state; nearly all of them are university and normal school graduates with experience in teaching. These teachers are gathered within an area no greater than a single township, and yet there is expended annually in Milwaukee for supervision of these 850 teachers and 35,000 pupils a larger sum than is expended in the entire state of Wisconsin, outside the cities, for the supervision of 9,800 teachers and 306,000 pupils. It is not to be expected that as large a proportionate sum could be expended for supervision in the country as in a city like Milwaukee. Yet when, not only in Milwaukee, but in all of the great cities of the country it is recognized as wise economy to expend these large sums for close supervision, it must be evident that an increase over the present expenditure for supervision in the country schools scattered over more than 50,000 square miles of territory, taught in thousands of cases by teachers without any experience or professional training, is the part of business wisdom.

OBJECTIONS TO APPOINTMENT OF SUPERVISORY OFFICERS CONSIDERED.

One of the sources of opposition to the measure naturally expected, comes from the proposal to change the mode of selecting the supervisor from that of election by the people to that of appointment by a board. The full force of this reason is realized by the supporters of the bill, but it is their belief that the vast majority of the people are far more interested in the quality of the training which their children receive in the schools than they are in the mode of selecting the officers upon whose work the efficiency of the schools depends. It will not do to mistake the views of a limited number of interested parties for the views of the hundreds of thousands of people who are not heard.

## *Supervision of Rural Schools.*

A proposition to put the selection of any officer in the hands of any board is one that always awakens the suspicion that there is some political job in the background or that the centralization resulting from such a measure will abridge the rights of the people. The fact that there are few cities in the state or in the United States which elect superintendents of schools by a popular vote and that there is no clamor on the part of the citizens of these cities for a change in the mode now employed to that of direct vote, is evidence that a large mass of the people believe that greater efficiency in their educational work can be secured through the appointive system rather than by the elective system. In this state the people in the cities are interested equally with the people in the country in the efficiency of the country schools. They contribute liberally through taxation to the support of the schools in the country. A large influx of young men and women from the country to the cities occurs annually and the people of the city are interested that those from the country coming to the city life shall come with the best education which it is possible to give them.

It is urged as being vitally important that the people in each county should elect the superintendent of their schools by popular vote. The same argument was made in 1861, when the change was made from town superintendents to that of county superintendents. It was then claimed that it was taking it out of the hands of the people immediately interested, and transferring the power to a larger unit, thus removing the people farther from the officer to be selected. The change, however, from the town superintendent to the county superintendent was somewhat of an improvement, and the people have long ceased to feel that their interests have suffered because of the larger electoral unit.

### THE SUPERINTENDENT OF SCHOOLS SHOULD POSSESS CONSTRUCTIVE, ORGANIZING ABILITY REQUIRING PROFESSIONAL SKILL.

It must be borne in mind that the office of superintendent of schools is different from any other county office. The duties of every other county officer are definitely and fully set forth in the statutes. Certain duties of the county superintendent are also enumerated in the statutes. He must examine teachers, visit schools, make certain reports, must conduct an institute in his county each year. Beyond this the statutes do not and cannot properly go. Yet the chief value of the superintendent's services is in work entirely outside of the performance of these duties. His work of supervision cannot be formulated by statute. His work in conducting teachers' meetings, associations and in general in awakening and organizing the educational forces of the county, are not the product of statutory enactments; but these are the most important functions of that office. They are functions which are strictly professional in character, requiring either special training, or long experience, and, in any case, a high degree of skill. Every one must admit that special skill or professional ability in educational work is not best obtained through a popular election. If it could be so obtained, why should not the teachers in each district be elected by popular vote at the district meeting, instead of being appointed by the district board? If it could be so obtained, why is it that in those cities where the best schools are always to be found the city superintendents are appointed, instead of being elected by popular vote? That it cannot be so obtained is no reflection upon the intelligence of the people. It arises from the fact that the great mass of people are fully occupied with the daily business concerns

of their own vocations, and do not give the special study and attention to the needs of their educational system that must be given in order to secure its best development. That this last statement is correct, is shown by the fact that not one parent in twenty ever visits the school in which his children are enrolled once during the school year.

EDUCATIONAL LEADERSHIP ESSENTIAL TO EDUCATIONAL PROGRESS IN ANY LOCALITY.

It is true that no reform is practicable which runs too far in advance of the present attitude and views of the people to be affected by it. It is true that no reform can be carried on successfully unless supported by the intelligence of the people. This might at first thought seem to be an argument against the appointment of school superintendents, but it is equally true that in no school district, county or city, in this or any other state, has educational progress and development been made except through the impetus and guidance given by the efforts and labors of some leader in educational work. Point out a county in this state in which educational ideals are high, and the schools are excellent, and you will find that it is because there have been strong men as superintendents of schools, who have awakened public interest and aroused the intelligence of the people, and directed it toward securing action for better teachers and better schools. Put into that same county, with its high standards, a superintendent lacking in character and qualities of educational leadership, and in two years' time the educational standards of that county will be so lowered and the schools so deteriorated that it will take years under the best leadership to bring them back to their former position.

RESPONSIBILITY OF THE LEGISLATURE TO PROVIDE FOR EFFICIENT SUPERVISION FIXED BY THE ONE MILL TAX AND COMPULSORY ATTENDANCE LAWS.

Is it not true that the legislature has put itself in such a position that responsibility rests upon it directly for wise action and radical action, if necessary, in the interests of the common schools? The legislature has imposed a one mill tax upon all the taxable property of the state for the support of the public school system. If it has the right to impose such a tax, and no one questions the right or the wisdom, because the business of public education is the business of the state, does not the exercise of that right carry with it the responsibility to demand such supervision of these schools as shall prevent that money raised by general taxation from being wasted by the employment of incompetent teachers. *The legislature has no right to impose a tax and then allow the money thus raised by taxation to be used in any way but that which is most effective in securing the results aimed at by the imposition of the tax.* The legislature has passed a compulsory-attendance law, requiring the attendance of every child between the ages of seven and thirteen upon some school, public or private, for at least twelve weeks in each year. What right has the legislature to enact such a law? The right exists in the necessity for intelligent citizenship for the existence of the state, and is absolutely fundamental, but the legislature has no right to demand that a child shall attend the school whether such attendance involves hardship on the part of the parents or not, unless that school is of such a quality as to render that attendance of value in the education of the child. Under existing conditions there are hundreds of schools in the state of Wisconsin where, from lack of qualified teachers and of proper supervision, the money used for their main-

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tenance and the time of the children spent in them, are absolutely wasted. The children are the losers, rather than the gainers, by attendance upon such schools. *If the legislature has a right to tax the public for the maintenance of public schools, if it has a right to enforce attendance upon these or other schools, it is not only a right, but a duty for it to see that the schools supported by this taxation are of the best quality attainable for the money expended in their maintenance.*

No charge can be truthfully made against this bill, that it interferes in any way with any private or parochial school interest, or seeks in any way to affect those interests. The bill affects no religious organization or interest. If enacted into a law, it cannot be used in any way for political purposes, further than to abolish politics in the management of the common school system. The cry that it curtails the rights of the people is a cry born of lack of knowledge, of timidity, or of personal or political interest. Shall such timidity or such interests rise higher in the estimation of the legislature than the interests of the hundreds of thousands of children whose only education will be secured in the district schools?

### "WHAT IS BACK OF THIS BILL?"

The question has been asked, what is back of this bill? The answer is, that there is back of it the double indorsement of the State Teachers' Association, and of the great majority of the educational men and women of the state. There are back of it years of thought and study of the problem of how to better conditions in the rural schools. There is back of it the very general sentiment that the rural schools are not keeping pace in their progress with the other portions of our public school system. There is back of it the judgment of the National Educational Association, that a change in the present system which will grant legal authority to teach to those only who are qualified to teach, and that more efficient supervision of the teachers in these schools are absolutely essential to their further improvement. There are back of it the interests of the more than 300,000 children who were last year enrolled in these schools, and of the thousands more to be enrolled in each succeeding year, who are to be put in the balance against timidity, sentiment and political cowardice. There is back of it the sentiment of a large number of intelligent citizens with no political aspirations, but who believe that the common schools constitute the most important and vital part of our public school system.

For thirty-eight years the schools have been under the present system of supervision. The state has had a marvelous development. Growth in every direction, industrial, commercial and otherwise; the educational system has grown; we are justly proud of our great university, of our normal school system, of our splendid high schools, but we have little to be proud of in the common school system.

### FORWARD.

The proud motto of the state is "Forward." In every material direction that has been the motto of every citizen of the state from its admission into the Union, to the present time. Has not the time come to take a step forward in the development of our common schools and to enter upon the new century untrammeled by worn-out conditions, to begin a new era of progress which will place our state in the very front rank of all the states in its common school system, as it now stands today in the front rank of all that pertains to the higher education?

## *Manual Training.*

### MANUAL TRAINING AND DOMESTIC ECONOMY.

Under the law providing for state aid to the amount of $250 to each high school offering a course in manual training, approved by the state superintendent, nine schools are now furnishing such facilities. One of the most serious difficulties in organizing this work has been the extreme difficulty the school boards have experienced in securing competent teachers; it has been almost impossible to find teachers who have been trained for this work. There is a rapidly growing interest in the state in the matter of manual training. A considerable number of cities are investigating the subject, and if teachers were readily available, competent to carry on work successfully under conditions which must necessarily exist, I believe we should soon see a considerable extension of this system of training into the grades below the high school.

If manual training has the value claimed for it, it should be begun long before the pupil enters the high school; but a small percentage of pupils enrolled in the city schools ever enter the high school. Those who leave at or before the completion of the eighth grade work, should have such opportunities for securing the results of this training as they could utilize. There should be in the state, a school devoted to the preparation of teachers who could successfully carry on work in manual training and domestic economy in our city schools. This school should be organized in connection with some one of the normal schools; it should aim to give and be prepared to give a thorough course of training to fit teachers for the work indicated, either in high schools or in grades below the high school. If the normal schools could undertake such training as would be necessary to fit the young ladies attending those schools to systematically teach sewing in the public schools, it would be possible to send out into the state five hundred young women each year, who would be thoroughly competent to introduce that work wherever they went. This is one phase of manual training

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which could, under such conditions, be introduced into any system of schools with practically no expense to the community. The results of that kind of work, where it has been tried, have shown its value; not the least value is the increased local interest aroused in the work of the public schools.

### TEACHERS' INSTITUTES.

By statutory enactment, the State Superintendent, acting with the Board of Regents of Normal Schools, is authorized to provide institutes for the instruction of teachers in the different counties of the state. This duty involves the supervision of the same and consequently makes the institute work no small factor in the state department of public instruction.

Some one has said that the hope of the nation lies in the common school, and educators are generally agreed in the statement. In Wisconsin a little more than one-half of the pupils in our public schools are in the common or district schools. In no other division of public school education are poorer teachers employed, poorer wages paid, poorer instruction given, or less paid per pupil for instruction. These facts thrust the district school problem into a prominence which commands the serious attention of all interested in the destiny of our commonwealth. This department, early recognizing these conditions and the urgent need of doing everything possible to help the rural teacher, instigated certain changes which the following defects in the old system seemed to indicate were imperatively demanded:

*First.* Lack of uniformity in the work. From year to year different persons were appointed to conduct institutes in the various counties of the state. In the majority of cases these conductors had no knowledge and could secure none of the previous work done in a county. Going blindly at their work, they many times duplicated the subject matter previously given, or took up a line of study entirely independent and having no

connection, whatever, with the previous year's work. The same was true of the teachers in attendance. As they moved from county to county, they were liable to find the same work in the institutes of this year that they had in another county last year, or there failed to be any connection between the two years' work.

*Second.* The lack of a definite outline of work given far enough in advance of the institute to allow the conductor sufficient time for preparation. With the few exceptions where enterprising county superintendents previously outlined a course of study conductors were likely to go to their institute without a clear knowledge of what they were to teach. This resulted in a miscellaneous lot of "exercises" being presented which were of necessity illogical, scattering and without a definite aim; the teachers in attendance left the institute without any connected line of thought being "clinched" previously in their minds.

*Third.* The employment of incompetent conductors. For political and other reasons, many county superintendents seemed forced to recommend to the institute committee the employment of persons who through lack of education, experience or executive ability were utterly incompetent to be the instructors of teachers. Some of these found a place upon the list of institute conductors. Many good educators who were successful in their special fields as high school principals, city superintendents, or teachers, were failures as institute conductors, due to the fact that the institute problem presents pedagogical phases not seen in these fields.

*Fourth.* The attempt to give instruction in too many subjects, and in the higher branches not directly pertinent to the rural school teacher's actual work in the class room. As many as twenty studies have been offered in institutes with only two conductors, and no limit placed upon the number of branches which each teacher in attendance might pursue. Among these subjects were the first and second grade studies, which, with the possible exception of algebra and physical geography, are

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not taught in our district schools, and consequently do not enter into the problem of institute work.

*Fifth.* The lack of sufficient knowledge on the part of the institute committee of the quality of work done in the field by the conductors.

*Sixth.* No adequate supervision of the work done as observed in the field. With rare exceptions, conductors were left undisturbed in their institute work, receiving neither friendly criticism nor favorable comment upon the same.

*Seventh.* Fundamental pedagogical principles violated in the instruction.

1. The work seemed to be either entirely academic, partaking of the nature of the summer school; or purely professional with the academic features entirely wanting.
2. The teachers were not held to account for work done—mere listeners, without any active participation.
3. The "lecture" method, largely employed by conductors, failed to awaken any response on the part of the teachers, and superficial work was the result.
4. Close individual work seemed lacking. This was due to the large number in the classes, the failure of conductors to require preparation, and the abandonment of pedagogical recitation methods.

*Eighth.* The majority of institutes, were of too short duration to accomplish any definite results, and the cost per capita per day was disproportionate to that of the longer term institute.

Early in 1899, the committee on institutes, under the direction of the state superintendent, began to thoroughly organize the work. The first step taken was toward a unification of the same, and to this end three plans were carried out: First; a syllabus, containing outlines of the different branches to be taught in the institute, sufficient reading material for a four weeks' institute, and general directions and suggestions to conductors and county superintendents, was prepared by the

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state superintendent and a sufficient number printed to supply all teachers in attendance at the year's institutes. Besides establishing a uniform line of institute work throughout the different counties of the state, this syllabus gave definiteness to the work that enabled conductors to make due preparation in advance for their institutes.

Second; under direction of the state superintendent, an institute conductors' school of one week's duration has been held in April, 1899, and 1900. The purpose of this school was to supplement the printed instructions of the syllabus, to afford to conductors and superintendents an opportunity to discuss different phases of the work, and to definitely settle many disputed questions concerning methods, management, etc. This school has included in its enrollment members of the different faculties of the state normal schools, city and county superintendents, high school principals, and other educators from this and other states. The exercises of the syllabus were exemplified by the regular conductors, to make clear to those who were about to enter the institute field for the first time just what was wanted. From frequent comments made upon the work of this school and its results, it may be safe to say that no one thing has done so much to clarify, give definiteness to, and strengthen the institute work in Wisconsin, as has this school of instruction. Old conductors testify that they have greater confidence in themselves and their work, county superintendents see a higher class of instruction by the conductors, and the inexperienced are started in the right direction for institute work. The first year's attendance was 122; the second, 180.

Third; it was found impossible to completely unify the work without some system of reports for institute conductors and county superintendents. The state superintendent, therefore, furnished blank reports to these persons, with the request that a daily record of the work done in the institute be kept therein. At the close of the institute the reports were mailed to the state department, where they were kept separate for the differ-

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ent counties; on the assignment of institutes for the succeeding year, they were mailed to the leading conductor, who passed them on to his assistants, and they in turn finally returned them to the office of the state superintendent. In this way the institute conductors were informed of the specific nature of the work in any county for the previous year. The state department was likewise fully informed of the same, and in apportioning assistance to the different counties these reports have proved of great assistance.

While in high schools and all our common schools legal qualifications of a certain standard are required of teachers the institute seems to have been a notable exception to this rule, and no special qualifications were required for institute conductors.

The committee found many incompetent men and women engaged in this work. Some were lacking in education, not having attended any school higher than the elementary course of the normal; others from their lack of executive ability, were not competent to manage any body of teachers; and a larger number, while strong in their regular fields of educational work, seemed to be at sea in the institute. This condition of affairs led the committee to set some standard as a minimum qualification for an institute conductor. While no definite educational standard was named, the general policy of the committee has been to allow nobody to engage in institute instruction who does not possess a life state certificate or its equivalent; successful experience in actual institute work is also required. The last qualification, while a most essential one for those who engage in this line of work, would naturally bar all new-comers. This prompted the committee on institutes to adopt a new policy regarding those who wished to take up the institute work for the first time. Such persons as showed an interest in common schools and their welfare by attendance at the institute conductor's school, and whose educational qualifications and school experience were sufficient in the estimation of the committee, were placed upon a so-called "tentative list", the con-

ditions of which were, that said persons should instruct in an institute for one week without any compensation except actual expenses, their work to be inspected by some representative of the state department, and if found satisfactory, they were to be placed upon the permanent institute list; if not satisfactory, to be dropped from all institute work. This was done with the view that it is impossible to predict whether one will be successful in this line of work, except as he has shown himself proficient in the field itself. Everyone must do his first work in the institute, and in the judgment of the committee, this was thought to give all those who desired to do institute work a fair chance. By the adoption of these methods and through the instrumentality of the conductors' school, the syllabus, and the inspection, the personnel of those approved for institute work has been materially strengthened.

It was the belief of the state superintendent and the institute committee, that too many subjects were being taught in the institute, that it would be better to take up a few branches and give them a fair amount of consideration than to undertake too many which would of necessity be treated in a very superficial manner. The number of academic branches to be taught were therefore limited to six, with directions to conductors to restrict the number taken by any teacher in attendance, to four. Believing that the institute is primarily to teach teachers how to teach those subjects which they handle in the common schoo', the state superintendent considers that instruction in the first and second grade branches is unnecessary, and that all the time of the institute should be devoted to giving instruction in the actual studies which are taught in our common schools. The subjects offered, therefore, in all ins'itutes were third grade branches.

At the beginning of the present administration it was apparent that the committee on institutes had no means of securing any accurate knowledge of the work done by conductors in the institute field, and it seemed as if this knowledge was impera-

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tive in the licensing of conductors. In conjunction with this idea, it was also apparent that some system of inspection of these institutes by competent persons would be of great value. If the weak conductor could be assisted to see his mistakes, and the strong conductor be given the praise due him, it was believed an additional stimulus would result. Personal observation of the work of different institutes in the various counties, would be of great assistance to the state superintendent and the institute committee in making appointments and in shaping the general policy of the institute. For these two reasons, viz.: to afford the institute committee a knowledge of the work done by conductors in the field and to give closer supervision to the same, it was thought best to carry on a systematic inspection. During 1899–1900, every institute, with four exceptions, was inspected by the state superintendent or some member of his staff, and the same plan is being pursued the present year.

The inspection of the institutes revealed the fact that many fundamental pedagogical principles were being violated in the instruction. While the instruction in an institute should be largely professional, the best way of exemplifying the professional is to correlate it with the actual academic work. It was observed that this was not being done in ur institutes, and the committee has insisted upon this change being made. From the fact that the conductors did much of the work through the lecture method, and the teachers had nothing to do, it was easy to see that no response was awakened on the part of the teachers, and that no material results could come from an institute where the main body did not actively participate in the work. While the lecture method may, and probably does, have its value in the short term, inspirational institute, it can hardly be said that it is productive of lasting results. There needs to be a clear exposition of the subject by the conductor, and a response to the same from the teachers. This means that the institute should be divided into as small classes as possible; that definite lessons should be assigned by the conductor; and that

these lessons should be thoroughly tested in the following recitation by as strict pedagogical methods as are employed in the regular school. The result of these changes has been very apparent in the work of the last two seasons, and all who have observed the methods employed, are convinced that only through such means can substantial knowledge be gained, which will be of permanent benefit to the teachers in their actual school work.

The two day institute may, and probably does, have its place in the city school work, as an inspirational factor, yet it is believed by the committee that it fails to carry out the purpose of institute work for country teachers, namely, to instruct teachers how to teach by giving them actual academic instruction which shall be of sufficient extent to show material results. Recommendations were therefore made that the short term institute be largely dispensed with in the counties and those of not less than one week, nor more than four, be held hereafter. As a result (see table below) it will be noticed that very few, two, three, and in fact five day institutes were held during 1899-1900 while there were few of twenty days, many of fifteen, and the largest number of ten days' duration. The statistics of 1900-1901, while not yet complete, show the contrast even greater. With the long term institute, it was found that more and better instruction was given to a larger number of teachers at a less cost per capita per day than in the short term institute. (See table below). This can readily be seen from the fact that while the traveling expenses of the conductors remain the same, their local expenses are materially reduced, for the reason that board can be obtained at a lower rate by the week than by the day. The testimony of superintendents is that the long term institute shows beneficial results in the school room which are not seen sollowing the short term session.

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### INSTITUTE STATISTICS.

| 1898-9. | | | 1899-1900. | | 1900-01. * | |
|---|---|---|---|---|---|---|
| Length of session in days. | Number. | Actual days attendance. | Number. | Actual days attendance. | Number. | Actual days attendance. |
| 20 | ..... | ..... | 2 | 3,620 | 5 | 8,640 |
| 19 | ..... | ..... | 2 | 3,876 | ..... | ..... |
| 15 | ..... | ..... | 8 | 11,145 | 20 | 23,700 |
| 14 | ..... | ..... | 1 | 1,848 | ..... | ..... |
| 11 | ..... | ..... | 2 | 1,452 | ..... | ..... |
| 10 | 11 | 10,420 | 28 | 20,410 | 31 | 25,150 |
| 9 | ..... | ..... | 1 | 927 | ..... | ..... |
| 8 | 2 | 1,552 | ..... | ..... | ..... | ..... |
| 5 | 46 | 17,230 | 20 | 7,310 | 4 | 575 |
| 4 | 1 | 516 | ..... | ..... | 1 | 112 |
| 3 | 7 | 1,776 | 1 | 204 | ..... | ..... |
| 2 | 27 | 3,740 | 6 | 912 | ..... | ..... |
| Totals . ... | 94 | 35,334 | 71 | 51,704 | 64 | 58,177 |

* It will be observed that these statistics are not complete, as the institute year is not closed at the time this report goes to press. However, the majority of institutes have been held, and this information is appended to assist in drawing conclusions.

| | 1898-9. | 1899-1900. | 1900-01. |
|---|---|---|---|
| Total number in attendance ..... | 8,879 | 6,931 | 5,886 |
| Total days institute ..... | 435 | 638 | 754 |
| Cost per teacher per day ..... | $.226 | $.231 | $.200 |

The above statistics are taken from the tables found in Part II of this report. The change of policy as before mentioned is apparent from the figures given. The increase in the length of individual institutes has naturally reduced the number per year. The making of the institute a place for work through a period of from one to four weeks has resulted in a falling off of the total enrollment as one two-day session might have as many in attendance as a two-weeks session, while a two-weeks institute would be equivalent to five two-day ones. Referring to the table, under 1898-9, it will be seen that of the 35,334 days of actual attendance, 5,516 days, or 15 per cent., were two and three-day institutes. While these facts are apparent, it is interesting to note that the actual number of teacher-institute days has greatly increased, there being 46 per cent. more actual days of attendance per teacher in 1899-1900, when the long term institute was partially inaugurated, than in 1898-1899,

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when the two and five-day sessions predominated. In 1900, when the ten and twenty-day institutes are in the majority, there is still found an increase of 12 per cent. over the previous year and 64 per cent. over 1898–1899. This is probably due in part, though by no means entirely, to the increase in appropriation for institutes from $8,000 in 1898–1899 to $12,000 in 1899–1900. The figures opposite "cost per teacher per day" establish the fact that the longer term institutes are conducted at less cost than the shorter term when one considers the actual number of teacher-days provided for. In dealing with the matter of expense it must be remembered that in addition to the actual amount of institute work mentioned above, there have been provided yearly about ten thousand institute circulars which were delivered, transportation charges prepaid, to all the institutes of the state; one week's school of instruction for institute conductors; and many minor circulars and pamphlets — all paid for from the institute fund. These must have strengthened the general quality of the work, upon which, however, we are not able to place a monetary value.

The item, "total days institute" shows a steady increase in the actual number of days of institute provided for by the institute committee. In 1898–1899 there were 435 days with an appropriation of $8,000; in 1900 there were 754 days of institute with an appropriation of $12,000, or an increase of 73 per cent. over that of 1898–1899; thus, it will be seen that while the appropriation increased 50 per cent. the actual days of institutes provided for increased 73 per cent., to make no mention of the cost of the school of instruction, the syllabus, etc. While the expenditure of $12,000 annually for institute work in Wisconsin is of great assistance in the effort of this department to better the common schools, it is not deemed sufficient to supply the demands made by county superintendents for the long term sessions. The committee has used the utmost economy in the distribution of this fund, placing institutes where the conditions seemed to warrant them most and with special reference

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to the statute which directs that the least assistance be given those counties which received the most direct benefit from the state normal schools. One has only to recall the fact that more than six thousand teachers are yearly attending these institutes; that the best educational talent of the state is employed in their instruction; that the institute affords the highest educational advantages enjoyed by the residents of some counties — to realize that the instruction of teachers carried on in the institutes of the state is a most important phase of educational work.

To show the purpose, methods, and organization of Institute work in Wisconsin, the following extracts are made from the Institute Syllabus for 1900:

## GENERAL METHODS OF INSTITUTE WORK.

(From Institute Syllabus for 1900.)

The foregoing statement has brought out clearly the necessity for two kinds of work in every institute, one to increase knowledge and to make it definite, the other to secure a mastery of method in applying the knowledge in the teaching processes. Both phases of work are a necessity. The one should grow out of the other; the academic work furnishes the best possible basis for the professional work. To carry on academic work for a half a day, and then to talk about methods of work for another half day, is not a proper arrangement of work for the best results. Mastery of method means ability to use the method. Ability to use the method, means definite knowledge as to what the method is, as to where and when it is applicable, and practice in applying it. Leave out any one of these three conditions, and the individual fails to become a master of method. The first condition may be exemplified in the academic work of the institute conductor. The application of the method there pursued to a class of children dealing with the subject for the first time, makes necessary a knowledge of the difference in conditions and of the adaptations necessary to meet these different conditions. The short period during which the institute is held, renders it impossible to secure such an amount of practice on the part of the members of the institute in applying the method as is desirable for its complete mastery. It should, however, be a feature of the method of the institute conductor to secure the largest possible amount of this kind of work from every member of the institute. Exercises may be given and requirements made which will demand thought and effort in this direction. Even a moderate degree of success on the part of the teachers in the institute in applying a method will give confidence which will result in still further effort. Method in the institute work must take cognizance of the conditions not only in the institute, but in the schools where the teachers are to be employed. It is well to keep in mind two or three facts: one is that the average teacher in the institute will, in

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his or her school, use the text-books found there as almost the sole basis of instruction. Not one in twenty has the power, or confidence in his power, which will enable him to organize a plan of work in any topic which varies very widely from the plan followed in the text-book in that subject. This being true, it follows that the institute work should largely concern itself with increasing the teaching power along the line of a better use of text-books.

The method of the conductor in the exercises in the institute, should be such as will secure the largest amount of mental activity possible on the part of each teacher, and directed to the accomplishment of the purpose for which the exercise is conducted. The purpose should be clear in the mind of the conductor, and should be clearly adapted to develop the teaching and training power of the teachers; not to startle nor to amuse.

It cannot be too often repeated that "talks" by the conductor are of no value unless they grow out of and meet the conditions above stated.

Not how much can the conductor say in an hour, but how much can he get the teachers to think and to say of what ought to be thought and said during that hour, is the true test of the conductor's method in his exercises..

There are times when an exposition or presentation of a topic by the conductor is the best possible way of bringing a matter of importance to the attention of the members of the institute, but unless this is followed by work which is designed to test the character of the impression made and to deepen the desired impression, it frequently happens that little of permanent value results from the exercise, and the time devoted to it is practically wasted.

Work should be so conducted as to present something definite to the teachers and they should be held responsible for work so presented.

The tendency to present many things with much variety, results in confused notions on the part of teachers, weak impressions, and consequent lack of further effort to crystallize and make usable the ideas presented. To have a few things clearly understood, accompanied by a desire to use them, and growth of power in using them, should be the aim of the conductor.

The institute is dealing with teachers, the teachers are dealing with pupils. The purpose of the institute as already stated, is to develop teaching and training power. In any teaching the subject of method divides itself into two parts or phases. There is always something to be taught, and there should be method in determining what is to be taught at any time. This may be called the method of the *what*, or the method of determining what is to be taught. Our courses of study undertake to state what is to be taught in any school, or any system of schools, but they do it in a very general way, and the problem still remains for the teacher who is administering that course of study, in every day's work to determine definitely and clearly what is to be taught that day or the next day; to determine what the pupil is to learn or do in the preparation for the next recitation. The course of study does not do that. The course of study is never worked out in such detail as that. It offers the guide lines, the general scope of the work, its main features outlined more or less fully, but never so fully that the teacher does not always have this problem for solution: "What is the pupil to do in the way of learning, what is he to do in the way of preparation,—in practice or drill for tomorrow's exercise?" There is a method fundamental in character, which should be employed in this determination. A method which grows out of the nature of knowledge, and of the nature of the mind, which we can no more get away from in any good de-

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termination of these points, than we can get away from the influence of gravitation. We may not be conscious of it, but just to the extent that we make this determination properly, just to that extent we are employing the method of determining what is to be learned, done, or taught. There is no variety of methods, there is simply one. This statement cannot be truthfully made when you deal with the method of how to do things, because there are a hundred ways of doing a thing when you have determined what is to be done, but if the *what* depends upon the nature of the subject, the nature of human knowledge and the nature of the process by which knowledge is acquired, then that method is fixed. Now the teacher is concerned with the methods of the *what*. He is concerned still further when he has wrought out and determined for each day what the pupil is to do, and what he, the teacher, is to do. He is still concerned with another question of method, that of how he shall do what he has decided he has to do. These are two distinct phases of the work. The institute conductor has exactly the same problem before him. Every day in the institute, no matter if a syllabus of work is presented which offers the general outline, when he considers the class before him and recognizes their needs and their capacities, he has, in administering this course of study for the institute, exactly the same problem before him that the teacher has, and the same method of determining what is to be taught in that day's exercise, what the teachers in that institute are to prepare upon for the next exercise. He still has open a consideration of the question of how the work shall be done which he has decided needs to be done. So that for the teacher in the school or the institute conductor in the institute, method concerns itself with these two phases of work; the method of the *what* and the method of the *how*. In our institutes, in our teachers' associations, and conventions, in our normal schools, we have been omitting very largely a presentation and discussion of this method of the *what*. We have been concerning ourselves more largely and too largely, I believe, with the method of *how* to do. Is that wise? The first question always is "What ought to be done?" It does not matter very much how you do a thing not worth doing; if you do it well you get little out of it. So it is fundamental in the school or in the institute or the normal school, that first and foremost there shall be a wise determination of what is to be done. Is it not essential that we shall give such attention to this phase of our work as teachers, as shall shape more wisely the work we are doing in school, institute, and training schools, than we have been doing? Is it not true that teachers are wasting time and energy in doing things which are not worth the doing, which are simply taking time, but are not making for power and strength in the students? The reason for this is that we have forgotten the necessity of determining this fundamental thing, and have not addressed ourselves to the problem of how wisely to determine it, but have assumed that it will take care of itself, and then have devoted ourselves to determining how that work shall be done.

As there are similarities between the work of the institute conductor and the teacher, so there are differences. The teacher is teaching arithmetic, we will say. His aim is to develop the pupil's knowledge of that subject and his mental power. The pupil is unconscious of the method of the teacher, except when that method is so strikingly different from the one pursued by the last teacher as to attract his attention, and then it attracts it simply because it is different. He cares nothing for the method of the teacher. It is unnecessary for the teacher to call the pupil's attention to the method. It is essential for the teacher that he shall master the method which he is to use, that he shall have a defi-

nite, clean cut, wisely considered method adapted to the needs of his pupils, and the subject being taught, and the purpose in hand. But it is not essential that that method, the way in which the work is done, shall come into the consciousness of the pupil. Now compare this with the work in the institute. The conductor is teaching a class in the institute the same subject, arithmetic. We will assume that the purpose here is to give some academic work in that subject. He is interested in exactly the same way that the teacher is; first that the members of that institute shall broaden, deepen, and clarify their knowledge of this subject of arithmetic, and that out of the exercises shall come added mental power. Up to that point the institute conductor's problem is precisely the same as the teacher's problem in the teaching of that subject. The method varies because it is the method of the *how;* varies because he has a more mature body of students. But his work differs from the work of the teacher in this, that up to this point the teacher attending the institute has been concerned with arithmetic, with the subject matter, and he, like the pupil in the school, is unconscious of the method of the teacher, in this case the conductor. Not perhaps, as fully so, but if his interest has been developed in the subject matter before him, he loses consciousness largely of the method of the teacher. It is probable if the teachers could work in the institute for ten months upon this subject, that there would come to be in their minds some knowledge of the methods pursued by the teacher in his work, and that they would perhaps unconsciously reproduce them in their own work in teaching. But the institute is of short duration, and the way in which the conductor does work there does not so impress itself upon the teachers who are under his instruction as to very largely affect their work subsequently. Or if it does, it is perhaps the worst thing that could happen, for this reason: The conductors are dealing with mature people, and their work is adapted to the needs of mature people, and if those people simply copy the work they do, as too often is done, and attempt to reproduce the conductors' exercises, both as to matter in amount and kind, and as to mode of treatment, that is perhaps the worst thing that could be done. So the work of the institute conductor differs from the work of the teachers, in that he must bring into the consciousness of the teachers in that institute, a knowledge of the method he is employing in his work. There must be some consideration of that method, because these persons are going out to teach the subject, and teaching demands knowledge of the subject, and knowledge of the method of teaching the subject. So it becomes evident that the work of the institute conductor, differs from the work of the teacher in the summer school, where simply knowledge of the subjects is the thing sought. It differs further because in the development of this knowledge there must come a consideration of the method by which these individuals are to do related work with pupils of different grades of maturity from those in the institute. It adds to the ordinary work of teaching, the presentation to the members of the institute and a consideration of the method of work: both method of the *what* and the method of the *how*.

Taking up first the method of the what for a consideration of its scope and its application, I wish to lay down four propositions as fundamental in all teaching, as fundamental for the teacher in the preparation and determination of the work which is to be done in every recitation, with every class, always. These four propositions concern themselves with the teacher's determination of what is to be done for and in the next recitation.

1. The teacher must have in mind a definite purpose, or purposes, to be realized in the next recitation.

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2. The teacher must have in mind the things which must be known or done in order that the purposes may be realized.

3. The teacher must determine what of the things falling under 2 the pupil now knows or can now do.

4. He must determine what of the things enumerated in 2 the pupil still has to learn or to do, and the order in which they should be known or done.

No. 2 demands an enumeration of particulars of what must be known or done. We may suppose that a, b, c, d, e, f, g, h, are the particulars. These particulars are not dependent upon the pupil in any way. He cuts no figure here. They depend upon the nature of the knowledge. They are the things which the child or the adult or anybody must know in order that he may have that knowledge. So that concerns itself with a careful consideration of the subject matter, and what is essential to its knowledge. No. 3 is a determination by the teacher *to-day, before the work for to-morrow is assigned*, of what among a, b, c, d, e, f, g, h, the pupil now knows. That examination may determine that a, and c, and e, and g are known, and that b is partially known, and that f, and h, and d are entirely unknown, or that the pupil is unable to do those things. No. 4 is a determination of what remains to be known or done of the thing enumerated in No. 2; b, added knowledge in that; d, f, and h entirely unknown; those are the things remaining for to-morrow's work and which are to be assigned to-day. The order in which these things shall be known may or may not be essential. If it is a subject logical in its unfolding, then the order is an essential, because certain things must come before the next thing can be known. If it is a subject that is not logical, it is not so material, although there may be some one arrangement that is better than the others.

In every institute held during the institute season of 1900, conductors should daily assign work for preparation by members of the institute on such portions of the outlines of topics in the common school branches as may be selected. This assignment should be made in accordance with the four propositions stated above. In the next day's recitations the preparation made upon the work assigned the preceding day should be thoroughly tested. Teachers should understand that the same fidelity in preparation will be demanded as would be expected of pupils in a school properly conducted; that those who do not come to the institute with the purpose of doing the work assigned will get little or no benefit from their attendance and would better remain at home.

In testing the preparation of assigned lessons by questioning, conductors should avoid the plan sometimes pursued of asking a question and allowing members of the institute to answer in concert, or of calling for volunteers, thus tacitly giving teachers to understand that no one is expected to be prepared unless it suits his convenience to do so.

The question should first be asked and then individual members of the institute called upon by name or number to answer. The preliminary question and answer may of course make necessary subsequent questions which may be addressed to the individual then reciting, to other individuals, or finally left for volunteers to answer.

Conductors should at the outset let it be understood that a failure to prepare work assigned, must be explained by the person so failing. The demanding of such explanations by the conductor has a triple value. First, It makes clear to him whether the failure is due to his lack of definiteness in making the assignments; or to the fact that more work was assigned than could possibly be done by members of the institute; or that they did not have the necessary books or material for study. Second, Whether the teachers have failed to make the required prepara-

tion through lack of effort. Third, It presents a good model for teachers to follow in their schools.

In the first case the conductor should remedy the defect by more definite assignment of work; by giving less work; by refraining from assigning work upon which preparation can not be made for lack of material in the hands of the teacher, or by taking steps to have the necessary material obtained.

In the second case, the conductor should make it clear that preparation must be made if the institute is to be continued.

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## SUGGESTIONS AND DIRECTIONS.

(From Institute Syllabus for 1900.)

Following the plan pursued last year this circular has been prepared for the purpose of giving general rules and regulations for organizing and conducting the teachers' institutes to be held this year under the direction and control of the State Superintendent and the Board of Regents of Normal Schools, and to present a course of study to be pursued in such institutes.

Outlines of topics in the common school branches, Reading, Arithmetic, Geography, Grammar, U. S. History, and Physiology are presented, sufficient in scope for work in an institute of four weeks.

For the one week institutes, academic work should not be attempted in more than one or two of the foregoing subjects, and should be selected from the outlines presented. The remaining work in such institutes should be professional in character, and should be carried on along the lines suggested in the statements of purposes preceding the outlines given. It should also include work in School Management and Pedagogy as one subject, and in Library Reading.

For the institutes of two or more weeks, academic work should be undertaken in not more than four, preferably in three of the subjects, selected from the five named above. School Management and Pedagogy as one subject should have a place on every program.

Work in Library Reading should be given one class period daily for one week.

Such time should be given as may be necessary, not exceeding five class periods, for a mastery of those portions of the school laws of most importance to teachers.

In the institutes held in counties where agriculture is the leading industry, one period should be given daily to a consideration of the work outlined in the Elements of Agriculture.

### ACADEMIC WORK CONFINED TO THIRD GRADE BRANCHES.

The work of the institutes is to improve the teachers' methods in school organization, management, and teaching, and to enlarge and make more accurate his knowledge of the subjects taught in the common schools. Academic work in the second and first grade branches has no place in the institutes, and should not be undertaken.

### SECTIONING.

All institutes having a membership of over fifty, with two conductors, should be sectioned. If the institute has a large membership there should be three or four sections.

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For the work in School Management the sectioning should be on the basis of experience, so that the instruction may be adapted to the needs of both the experienced and the inexperienced.

For those without experience the matter of organization, classification, and program will need special consideration not necessary for those who have had considerable experience in teaching.

For the academic work on common school branches the sectioning should be on the basis of knowledge of the subjects, as indicated by grade of certificate held, by the County Superintendent's knowledge of the teacher, or by actual testing by the conductor.

### TEACHERS MUST HAVE TIME FOR PREPARATION.

The amount of work taken by any teacher in the institute should be so limited as to make possible the daily preparation required by the conductors. The program may be so arranged when the institute is sectioned, as to allow each section some time during each daily session for study.

### SPECIAL PREPARATION BY CONDUCTORS.

It is expected that all conductors who work in the institutes this year will make special preparation to conduct the work outlined in the within course of study for institutes. This preparation should be made before the institute season opens.

The institute is held for the benefit of schools by benefiting the teachers; they can get no benefit without individual effort. Personal work by every member of the institute should be the watchword of the conductors and county superintendent.

The institute is not held for the purpose of securing a temporary popularity for conductor or superintendent, by efforts to entertain and amuse through emotional exhortations and funny stories, supplemented by social distractions encouraged or organized by conductor or superintendent.

The conductor or superintendent who wins the permanent respect of the teachers, is the one who kindly and courteously but firmly insists that the purpose of the institute shall be realized through earnest, faithful work on the part of the teachers, wisely directed toward increasing teaching power.

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## PURPOSE OF INSTITUTE WORK.

(From Institute Syllabus for 1900.)

The purpose of all institute work is to develop teaching and training power.

By teaching power is meant the power which is exerted to the end that the pupil may know that which is worth knowing, and by training power is meant the power which is exerted to the end that the pupil may do and be that which is worth his doing and being.

Teaching and training power involve—

1. Accurate knowledge of the subject matter to be taught, and an appreciation of the character and extent of training to be given.
2. Ability to organize and arrange in logical order the matter to be taught and training to be given.
3. A knowledge of the mental processes involved in the mastery of any

body of knowledge, and of the present condition of the pupil's mind as related to that body of knowledge.

4. Skill in calling into action at the right time the mental processes required in learning and training.

5. A knowledge of the essentials of school management and skill in management.

6. Sympathy and tact.

7. Correct ideals of what in the subjects taught is useful for knowledge and for training, and for securing the desired results from training. Correct ideals of the necessary training outside the course of study, and of the proper modes of securing the desired results from such training. Correct ideals of the teacher's preparation for work and responsibility for results.

Growth in teaching and training power in an institute depends upon the character and amount of work done by the teachers individually in the institute. The skill of the institute conductor is shown not in the amount of talking he does, but in the amount of the right kind of work which he succeeds in getting the members of the institute to do in preparation *for* the institute exercises, and *in* the institute exercises.

In the determination of any purpose which the institute exercise is designed to realize, the institute conductor should ask himself, "What end will this purpose serve?" In determining the mode of conducting the exercise for the realization of this purpose, he should ask himself in advance, "What will come of it?"

The program of the school of instruction for Institute Conductors held in Madison, April 9–11, 1900, is given herewith. It will show something of the character and scope of work attempted.

## PROGRAM.

### MONDAY, APRIL 9, 2:00 P. M.

1. Organization.
2. Consideration of Suggestions and Directions for Summer Series of Institutes, 1900, as given on pp. 4 and 5 of Institute Circular. L. D. HARVEY.
3. Purposes of Institute Work. L. D. HARVEY.
4. Exposition of Institute Exercise on Geography of Wisconsin. PROF. W. C. HEWITT.
   Discussion opened by PROF. C. E. PATZER.
5. Miscellaneous.

### TUESDAY, APRIL 10, 9:00 A. M.

1. General Method of Institute Work. L. D. HARVEY.
   Discussion opened by PROF. A. J. HUTTON.
2. Exposition of Institute Exercise in Geography—Duluth as a trade Center.
   Salient Points in the Treatment of Other Trade Centers in Institute Exercises. PROF. F. E. MITCHELL.
   Discussion opened by PROF. H. A. ADRIAN.
3. Organization and Management of Institutes. L. D. HARVEY.
   General discussion.

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2:00 P. M.

1. Reading—Discussion of Purposes, p. 12, Institute Circular. L. D. HARVEY.
2. Exposition of Institute Exercise in Reading—Upper Form Work—using one of the selections given in the Circular. PROF. W. H. CHEEVER.
   Discussion opened by PROF. ALBERT HARDY.
3. Elements of Agriculture—What Work may be Profitably Undertaken in the Long-Term Institutes?
   Exposition of Institute Exercise of Some Portion of the "Outline of Work," pp. 59 62, Institute Circular. PROF. A. J. HUTTON.
   Discussion opened by PROF. A. A. UPHAM.
4. Exposition of Institute Exercise on Position as a Factor in Geography—France. PROF. F. E. MITCHELL.
   Discussion opened by by PROF. H. A. ADRIAN,

WEDNESDAY, APRIL 11, 9:00 A. M.

1. Arithmetic—Discussion of Aims to be Realized in the Institute. L. D. HARVEY.
2. Exposition of Institute Exercises in Arithmetic. PROF. H. A. ADRIAN.
   Discussion opened by PROF. C. E. PATZER.
3. Institute Exercise on How to Interest Children in Reading, as outlined on p. 54, Institute Circular. MISS M. E. SCHREIBER.
4. Questions on Outline of Work in Arithmetic, as given in Institute Circular.

2:00 P. M.

1. School Law—General Consideration of Work to be Done in the Institutes, and Exposition of Institute Exercise. L. D. HARVEY.
2. Exposition of Institute Exercises in Treatment of the Pronoun, according to the outline on p. 42, Institute Circular.
   PROF. J. W. LIVINGSTON.
3. Exposition of Institute Exercise in Treatment of the Verb, according to the outline on p. 41, Institute Circular.
   PROF. W. C. HEWITT.
   General discussion and questions on outline work in Grammar, as given in the Circular.

THURSDAY, APRIL 12, 9:00 A. M.

1. Miscellaneous. L. D. HARVEY.
2. U. S. History. Elaboration of the First Institute.
   Exercise in History, according to the outline on p. 45, Institute Circular.
   Exposition of Institute Exercise on "First Unit," p. 45, Institute Circular. PROF. E. W. WALKER.
   Discussion opened by PROF. H. A. ADRIAN.
3. Library Work. Illustrative Exercise on Topic III, p. 54, Institute Circular. MISS M. E. SCHREIBER.
   Questions on outline of work on The Use of the Library in the Schools, pp. 53-57, Institute Circular.

2:00 P. M.

1. School Management. What work is most needed by members of the Institute who have had little or no experience in teaching? What by experienced teachers in the Institute? L. D. HARVEY.

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2. Exposition of Institute Exercise on Second Unit of Work in U. S. History, p. 46, Institute Circular. PROF. E. W. WALKER.
   Discussion opened by PROF. C. E. PATZER.
3. Simple Experiments Adapted to Institute Work in the Elements of Agriculture. PROF. E. S. GOFF.
   Questions on work of the afternoon.

FRIDAY, APRIL 13, 9:00 A. M.

1. Purposes and Scope of Institute Work in Pedagogy as a Subject on the Institute Program. L. D. HARVEY.
2. Physiology — Presentation of sheets of simple drawings or diagrams useful in teaching Physiology and an Illustrative Institute Exercise showing how to get them made, and what use to make of them. PROF. ALBERT HARDY.
3. Exposition of Institute Exercise on Digestion, as outlined on p. 48, Institute Circular. PROF. A. J. HUTTON.
4. General discussion and questions on outline of work in Physiology.

2:00 P. M.

1. Library Work — Illustrative exercise on topic IV, p. 57, Institute Circular. MISS M. E. SCHREIBER.
2. Simple Experiments Adapted to Institute Work in the Elements of Agriculture. PROF. E. S. GOFF.
3. Economics of Institute Work. L. D. HARVEY.

SATURDAY, APRIL 14, 9:00 A. M.

General round-up of work undertaken during the week. L. D. HARVEY.
Suggestions concerning lesson plans prepared by conductors during the week. L. D. HARVEY.
Questions and general discussion on the work of the week.

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A copy of the Institute Circular for 1900 has been sent to all persons who were last year approved by the Institute Committee as Institute Conductors, to others who have expressed an intention of being present at the Institute School, and to County Superintendents. It is hoped that all who attend the school will find time to make a careful study of the circular before coming, in order to have in mind the salient points of the work outlined. Such preparation will expedite the work of carrying out the program and will prevent loss of time in discussion of non-essentials

Those who are desirous of doing work in the institutes to be held in Wisconsin this year are urged to be present during the entire week. But little will be gained by an attendance of one or two days.

## *Township Libraries.*

### TOWNSHIP LIBRARIES.

The township library has passed beyond the stage of trial and experiment. It has grown to hold a permanent place in the economy of school work in the state of Wisconsin. There is a growing realization of the value of the library in the communities, and teachers are finding more and more that efficient school work necessitates the use of books other than the text-books. It may now be safely said that nearly every one of our schools has its library. Six years ago the law was made mandatory. Since then it has required much vigilance and energetic insistance to secure the enforcement of the law in some parts of the state. This is true of the oldest settled, extremely conservative towns, and towns where the English language is little read or spoken. Owing to the efficient help of county superintendents and teachers, and to the good results evident when books have been used, the opposition to the law in these districts is growing less every year, and the law is readily obeyed where four years ago there was the greatest opposition to its enforcement.

### STATISTICS.

By reference to statistics elsewhere given in this report, it will be seen that the number of towns purchasing books has continually increased, and that the amount of money annually expended for books has grown greatly.

### CHANGES IN THE LAW.

The legislature of 1899 extended the provision of the township library law to include incorporated villages and cities of the fourth class, that is, the cities having a population of less than ten thousand.

Under the present law, "the treasurer of every town, incorporated village, or city of the fourth class shall withhold annually from the school fund or other income for the school dis-

trict or districts, the school house or school houses of which are located in his town, village or city, an amount equal to ten cents per capita for each person of school age residing therein for the purchase of library books. Between the first days of May and September of each year, the town, village, or city clerk (except that in cities having a board of education, such board of education, or a majority thereof, shall act in place of the city clerk) shall with the assistance and advice of the county or city superintendent of schools, as the case may be, expend all such money in the purchase of books selected from the list prepared by the state superintendent, for the use of the several school districts from which money has been so withheld, said books to be distributed among said districts, in proportion to the amount of money withheld from each."

The provisions of the law as amended in 1899 and as given above, simply acted to extend the old law to cities of the fourth class.

There was a further modification of the old law so that now, "in case of joint districts between one or more towns, a town or towns and an incorporated village or city, the treasurer or treasurers of the town or towns, shall transmit to the treasurer of the town, village, or city in which the school house or houses may be located, on or before the first day of June of each year an amount equal to ten cents per capita for each person of school age residing in that part of the joint district in his town at the time of the last annual school census".

It should be observed that the failure of any treasurer to transmit the money as required above to the treasurer of another town, village, or city in no way releases the treasurer of that other town, village, or city, or the town, village, or city clerk, or board of education in a city, from thei responsibility for compliance with the law as previously quoted.

## *Township Libraries.*

### LIST OF BOOKS.

Three lists of books have been issued by the department during the biennial period covered by this report. A township list for 1899, a supplement to that list for 1900, and a high school list. In the township lists the books are grouped according to interests into three classes: one for primary form or primary grades, one for middle form or intermediate grades, and one for upper form or grammar grades. In each of these classes the books are grouped in the following sub-classes: (1) Fiction, (2) historical fiction, (3) myths, fables, and folk stories, (4) history, (5) biography, (6) science, (7) geography and travel. Picture books for youngest children and first books for children's reading have been made a special feature of the books for primary form. The Township lists also include books of poetry, song books, books for the teacher, books for the farmer, and a list of periodicals.

The High School List contains 757 books, classified according to subject matter into: (1) The teaching of literature and aids to the teacher, (2) ancient literature, (3) fiction; (a) novels portraying character development, and lessons in right doing, (b) novels portraying life, (c) fiction containing material for work in economics, (d) humorous fiction, (e) animal stories, (f) plot stories; (4) historical fiction (grouped according to time and country), (5) drama and poetry, (6) essays, (7) biography, (8) history, (grouped according to period and country), (9) travel, (grouped according to country), (10) science, (grouped according to sub-subjects), (11) sociology, economics, and civics, (12) psychology and pedagogy, (13) art, (14) conduct of life,—ethics, (15) out of door life and amusements, (16) domestic economy and agriculture, (17) debates and declamations, (18) song books, (19) reference books. These books have not been graded, for what a pupil ought to read depends upon what he has read, what he is interested in, and the work the teacher does with him, rather than upon the number of years he has at-

tended school. Each book in all three lists has been fully described and annotated, and in many cases references by pages are given. The title, author, publisher, edition, number of pages, size, kind of cover, whether book is illustrated or not, and price of each book are given. The notes on the books are made from the standpoint of the teacher, and designed to aid him in his work as well as to aid in the wise selection of books. Teachers will find the notes of especial value in using the books and directing the pupils' reading. The educational values are pointed out, and the things which are apt to interest the pupils indicated. These lists have been printed in sufficient numbers to supply each school, and teachers are urged to use them in their work.

PURCHASE OF BOOKS.

The department has used the utmost precautions in arranging for opportunities to buy these books cheaply, conveniently, and to have them supplied promptly after they are ordered. The books are secured at discounts from list prices, ranging from ten per cent. to fifty per cent. The past two years have been singularly free from mistakes and consequent annoyances on the part of the firm furnishing the books and those purchasing them. Every possible facility to this end has been furnished by this department — order blanks, lists of books, special instructions, and personal assistance have been freely tendered.

This department has recommended that each county superintendent have on file in his office a complete list of the books in each district of his county. The law requires the county superintendent to assist in the selection of books, and such a list will be of value to him in making a wise selection.

MODEL LIBRARIES IN THE DEPARTMENT.

The books which are listed in the Township and High School lists constitute the model Township library and the model High School library. These books have been classified, numbered, and

arranged according to classification upon the shelves, and a dictionary card catalog has been made. The books are kept in this office for reference and inspection by county superintendents, teachers, and those interested in school libraries.

PRESENT NEEDS.

The greatest need at present is to make the libraries more valuable in the education of children. That the library may be of the greatest educational value, the teachers must be familiar with the books, know how to read in the right way and how to use the books to the best advantage in their school work. This necessitates special instruction in juvenile literature and the use of books. Progress has been made in this direction. Some of the normal schools have regular instruction in juvenile literature and instruction is given in library use and economy. Three of the normal schools have all the books of the township library, and students going out from these schools are already familiar with many of the books which they will find in their school libraries. It is recommended that all of the normal schools have a course of instruction and reading which shall train teachers in the use of books and libraries. This work ought also to be extended to the high schools.

In most of the institutes, one week's instruction has been given in library reading. Libraries have been brought into the institutes, books read and discussed, and plans for the use of certain books made out. The instruction in the proper use of the different kinds of literature has been given as outlined in the institute circular. This outline was discussed in the school for institute conductors and has been carefully followed in most cases, with very good results both in the kind of instruction and the work accomplished by the members of the institute.

County superintendents have done much to create an intelligent enthusiasm on the part of teachers in the use of the books in the district libraries by their own interest, earnestness, and enthusiasm; by visitation; by inspection of libraries. Library

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topics have been presented and discussed in the county teachers' meetings and teachers encouraged to read and use the books. In one county the teachers reported to the county superintendent the books they read during the year, grading the book, giving interests and values, and what the children thought of the book. The good results from such work cannot be overestimated. The county superintendent is the only officer who comes in direct contact with the teachers and the schools. He knows the needs of the schools and teachers better than any one else, and is in a position to give assistance. It is recommended that county superintendents report to this office books which have been especially valuable in the schools, and most enjoyed by the pupils. Also those which have failed to interest or instruct. Such information will be of great value in making future lists by this department.

THE IMPORTANCE AND VALUE OF THIS WORK.

The aim in this work is not wholly to supplement school work or to furnish supplementary reading. It is to present to the child the whole field of literature, so far as it touches his life. To inculcate in him a love and desire for reading, and to cultivate a taste for the best in literature. A child with a love for reading, a taste for good reading, and a knowledge of how to read, is sure of a liberal education. Scudder says, "There can be no manner of question that between the age of six and sixteen a large part of the best literature of the world may be read."

John Burroughs says, "The way they teach literature in the schools is calculated to kill any love for it that one may happen to have before he goes to them. It seems to me I would lose my love of Shakespeare if I had to dissect him, and find out the meaning of every word and expression. I want to ride buoyantly over the waves. I want to feel the wind and the motion — not talk about them. If I had to teach literature, I hardly know myself how I would do it. You can't by bearing on —

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you can't by mere intellectual force on a book show its charm. It appeals to the emotions. You've got to approach it in a different way. You must be fluid. All I should hope to do would be to give the student the key to the best literature. We would read books together, we would read good books and we would read poor books. I would say, 'Well, we won't talk: we'll read and see. Here's a poor book — don't you see? It's overdrawn — 'tisn't delicate.' I would get at books in their sentiment and general character, not in their details. If you tear it all into bits, you haven't the thing itself any more."

A habit of reading can only be formed by reading — a taste for good literature can only be formed by reading the best. The aim in this reading should be the interpretation of life — and not a study of form and text.

Dr. J. W. Stearns says: "Interpretation should consist in such things as the artistic presentation of character types, the setting forth of the play of circumstances in moulding character, the unfolding of the consequences of actions and the might of destiny, the manifestations of the spiritual meaning of material things, revealing the charm of beauty in things common, touching into life the springs of noble emotions in us, filling us with a sense of the deeper meanings of life, and enlarging our sympathies."

In summing up we can do no better than to give the statement by Superintendent J. Q. Emery in his biennial report for 1897-98:

"It is a simple statement of fact to say that Wisconsin stands foremost among the states in systematic school library administration. The appropriation annually of the sum of ten cents for each child of school age seems very modest, but with the regularity and certainty of the purchases, the choice only of books of unquestionable morality, literary worth and purposeful ideals, and the movements to make the libraries yield the most possible, these collections of books are doing a wonderful educational work in character forming, in developing intellectual tastes and in adding to the knowledge gained from other sources. A love of good books and ability to appropriate and assimilate their treasures are quite as

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valuable as anything the school has to confer upon the children and therefore the efforts of teachers, superintendents, this department and all others interested in brightening the school life of Wisconsin's youth and broadening the possibilities of a generous culture should be given towards making and keeping the school library prosperous and wisely administered."

### FREE HIGH SCHOOLS.

On July 1st, 1900, there were 219 free high schools in Wisconsin. Of this number, 163 have four years' courses and 56 three years' courses. Early in 1899 the State Superintendent requested high school authorities to submit copies of the courses of study then in operation in the different high schools of the state. A comparison of the courses so submitted with those on file in the office as having been adopted by the high school boards and approved by the State Superintendent, showed a very wide variation in a large number of cases — so wide, in fact, that the provision of the law which requires the State Superintendent's approval of high school courses as a condition for the drawing of state aid, seemed to be practically ignored. In some cases, these changes from the course originally adopted and on file in the office of the State Superintendent, were dictated by local needs and changing conditions. In other cases they were the result of changes in the teaching force, who were left free to make such modifications of the course as might suit their own tastes and inclinations. In many cases it was evident that a change of principal of the high school had immediately effected a change in the course of study, bringing into prominence the lines of work in which he was specially interested — a process repeated with variations when the next change of principal took place. One evident purpose of the law providing for the organization of free high schools with state aid, was to prevent too frequent and ill considered changes in the courses of study.

When the full extent of changes from approved courses became apparent, steps were immediately taken to have courses

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properly adopted by the local boards, which had the approval of the State Superintendent. To aid in this reorganization of courses, standard courses were submitted by the State Superintendent, to serve as a basis for the organization of courses in the different schools. Whenever local conditions showed necessity for change in the standard courses, such change was made, and the courses so modified were approved by the State Superintendent, after having been adopted by the local board. It certainly would be unwise for any state superintendent to say, at any time, that no further modifications of courses should be made; but any man serving in that office, can do no less than insist that no change shall be made in any free high school course of study, until it has been approved by him as the law requires, and such course so modified and approved should be on file in his office and in the office of the clerk of the local high school board. The party most interested in this matter is the high school board and the people it represents, for the only positive assurance of state aid lies in the fact that the provisions of the law under which this aid is apportioned, have been strictly complied with.

The State Superintendent desires to express his appreciation of the co-operation of high school boards and principals, in the effort to reorganize the courses on a business and legal basis.

As has been stated elsewhere in this report, the increase in the appropriation for high schools from $50,000 to $100,000, made in 1899 by the legisiature, has made it possible to increase the teaching force materially at points where such increase was greatly needed. This additional teaching force results, in many cases, in better organization, better teaching, and better supervision of not only the high school, but of the grades below the high school, where the principal is charged with responsibility for such supervision. It is a pleasure to be able to say that in almost every case where the necessity for additional teaching force has been shown to the local author-

ities, they have made every effort to furnish the additional teachers needed.

An examination has been made to determine the changes in the high school teaching force, occurring during the period from 1896 to 1900. Of the principals who were employed in the high schools of the state in 1896, 81 per cent. were employed in 1897, 71 per cent. in 1898, 51 per cent. in 1899, and 38 per cent. in 1900. Of the assistants who were employed in the high schools in 1896, 68 per cent. remained in 1897, 50 per cent. in 1898, 37 per cent. in 1899, and 24 per cent. in 1900. This does not mean in the same school, but in all the high schools of the state. The statistics for this period may be taken to fairly represent what will happen during the next period of five years, and shows clearly how great a number of changes occur in the teaching force in these schools during a very short period of time. This emphasizes the necessity on the part of local school boards for exercising the greatest judgment and care in the selection of teachers.

The theory that any person can teach a subject if he knows the subject, is still held by some people, but not by those who have given the subject careful consideration. The whole trend of educational movement is against that proposition. No person should be allowed to teach in a high school who has not had professional training, or in lieu thereof, such successful experience as has developed professional skill. It is not a question of whether he is a graduate from this or that institution, or from this or that course of study. The question is, can he teach the subjects he is required to teach? Can he do it skillfully? There is still a further question, and that is, is the teacher one whose influence, apart from his skill, is such as to aid in developing the manhood and womanhood of those under his tuition? The teacher, whether in high school or elsewhere, who combines professional skill in teaching with knowledge of the subjects and true nobility of character, is the one who should be sought, whatever salary may be necessary to secure

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him. The training of men and women is too important a matter to be entrusted to those who have thought only of a mastery of the subjects found in the curriculum.

WORK OF THE HIGH SCHOOL INSPECTOR.

The High School Inspector connected with this office has, during the past two years, inspected every one of the free high schools of the state, and in many cases has visited such schools more than once. He has observed the work of the teachers, met them and wherever possible the high school boards, in conference, to consider ways and means of improvement. He has been cordially met, both by principals, teachers, and boards, as one interested with them in the improvement of the schools. During the term an arrangement was entered into with the University authorities, by which it became possible to compare views with reference to the work in the different schools, as inspected by the representatives of the University and by the High School Inspector. This interchange of reports has been of practical value to this office, and doubtless to the University authorities. The reports from the two sources show substantial agreement in estimates of work done in the different schools inspected. It is to be regretted that it is not possible for the inspector to visit these schools more frequently. They are scattered over the entire state, and if one were visited each day in the school year, he would not be able to see them all during the year. The time, however, which can be devoted to inspection, is shortened at both ends of the year, first, by the fact that but little can be determined of a school until it has been fairly organized and is well under way at the opening of the year; and second, by the fact that the greater portion of the last month of the year is given up to reviews and preparations for final examinations and graduation. A large amount of correspondence comes to the desk of the High School Inspector, which necessarily takes a further portion of his time. The time

of two men could be fully employed, with the greatest advantage, in the work of inspection of the high schools of the state.

It is proposed during the coming year to hold meetings of high school teachers in different parts of the state, for the purpose of discussing the most difficult problems in high school work. It is hoped that the high school boards will urge their teachers to attend these meetings and will allow them to do so without loss of salary.

While much remains to be desired in the way of bettering the instruction given in the high schools, it is unquestionably true that steady progress is being made in these schools.

## DAY SCHOOLS FOR THE DEAF.

The report of this department for the biennial period ending June 30, 1898, showed that twelve of these schools had been maintained in 1898, with an enrollment of one hundred fifty pupils, — eighty-one boys and sixty-nine girls, — these pupils attended 23,635 days, an average of 157 days for each pupil. These schools received aid from the state to the amount of $19,175.50.

Since that time schools have been established in the following cities: Ashland, La Crosse, Neillsville, Oconto, Sparta, Stevens Point. No report has been received from the Oconto school for the year 1900, and it is assumed that that school has been discontinued.

For the year ending June 30, 1899, state aid was apportioned among these schools to the amount of $22,469.95.

The statistics of the day schools for the deaf for the year ending June 30, 1900, are shown in the following table:

## *Dictionaries.*

*Number of Pupils Enrolled.*

| Place of School. | Males. | Females. | Total | Days of attendance. | Aid from state. |
|---|---|---|---|---|---|
| Appleton | 5 | 2 | 7 | 840 | $700.00 |
| Ashland | 5 | 6 | 11 | 1,545 | 1,287.50 |
| Eau Claire | 6 | 7 | 13 | 1,924 | 1,595.00 |
| Green Bay | 9 | 2 | 11 | 1,732 | 1,293.33 |
| La Crosse | 5 | 7 | 12 | 1,806 | 1,490.42 |
| Fond du Lac | 2 | 4 | 6 | 1,016 | 846.67 |
| Black River Falls | 2 | 4 | 6 | 914 | 761.67 |
| Manitowoc | 3 | 3 | 6 | 1,080 | 833.33 |
| Marinette | 3 | 4 | 7 | 1,130 | 933.33 |
| Milwaukee | 27 | 39 | 66 | 10,747 | 8,436.75 |
| Neillsville | 3 | 6 | 9 | 1,200 | 1,000.00 |
| Oshkosh | 5 | 4 | 9 | 1,760 | 1,333.33 |
| Sheboygan | 3 | 2 | 5 | 806 | 650.00 |
| Sparta | 2 | 3 | 5 | 898 | 748.33 |
| Stevens Point | 4 | 1 | 5 | 839½ | 699.57 |
| West Superior | 7 | 5 | 12 | 1,674 | 1,395.00 |
| Wausau | 5 | 3 | 8 | 1,248 | 926.66 |
| Total | 96 | 102 | 198 | 3,159.5 | $23,930.89 |

WEBSTER'S INTERNATIONAL DICTIONARY.

During the biennial period ending September 30, 1900, 1,068 dictionaries were disposed of; 461 were furnished free to schools; 60 were sold to members of the legislature and employees of the capitol; 547 were sold to school districts. The sworn applications of school officers and their receipts for these dictionaries are on file in this office. The following table gives the number of dictionaries disposed of for each quarter of the biennial period:

## ACCOUNT OF THE SALE AND DISTRIBUTION OF WEBSTER'S INTERNATIONAL DICTIONARIES, 1899-1900.

| | | Sold. | | | | |
|---|---|---|---|---|---|---|
| | Free. | To members of the legislature, employees of the capitol and state officers. | | To schools. | | |
| | Plain. | Plain. | Indexed. | Plain. | Indexed. | |
| Quarter ending December 31, 1898 | 99 | ..... | 11 | 16 | 69 | ..... |
| Quarter ending March 31, 1899 | 38 | 2 | 17 | 12 | 54 | ..... |
| Quarter ending June 30, 1899 | 24 | ..... | 12 | 5 | 19 | ..... |
| Quarter ending September 30, 1899 | 30 | ..... | 2 | 14 | 54 | ..... |
| Totals for 1899 | 191 | 2 | 42 | 47 | 196 | 478 |
| Quarter ending December 31, 1899 | 146 | ..... | 5 | 27 | 59 | ..... |
| Quarter ending March 31, 1900 | 46 | 1 | 5 | 27 | 46 | ..... |
| Quarter ending June 30, 1900 | 26 | ..... | 4 | 7 | 23 | ..... |
| Quarter ending September 30, 1900 | 52 | ..... | 1 | 10 | 75 | ..... |
| Totals for 1900 | 270 | 1 | 15 | 71 | 233 | 590 |
| | | | | | | 1,068 |

### SALE OF SCHOOL CODES.

During the last two years $36.25 were received for school codes sold at twenty-five cents each; this amount has been deposited with the state treasurer, and fees for the sale of copies of records, amounting to $59 have been turned in to the state treasurer.

### RECENT LEGISLATION.

During the session of the legislature held in 1899, a considerable amount of school legislation was enacted. An important law was the one increasing the number of months' school required in order to draw public money, from six to seven months. This law has met with very general approval. Reports for the current year do not indicate a single failure to comply with its provisions.

*Recent Legislation.*

A law was enacted increasing the appropriation for free high schools from $50,000 to $100,000 annually. This act of the legislature enabled a considerable number of these schools to increase their teaching force; a result greatly needed. The extension of this increase is shown by the fact that in 1897-1898 565 teachers were employed in the free high schools of the state; since that time 12 additional high schools have been organized, and the number of teachers now employed in the 221 schools is 702. The result of this increase in teaching force will be shown in better organization, better teaching, and better work in the grades below the high school, where, as is true in many localities, the principal of the high school also superintends the work in the lower grades.

Provision was also made for enlarging the opportunities for organization of joint high school districts, making possible the organization of such districts where, under the previous law, such action could not be taken.

One of the most important pieces of school legislation enacte during the session was that providing for the organization of county training schools for teachers of common schools. The act authorized the county board of any county within which a state normal school is not located, to appropriate money for the organization, equipment, and maintenance of a county training school for teachers of the common schools; such schools are under the control of a county training school board of three members, two of whom are appointed by the county board, while the county superintendent is made the third member and is ex-officio secretary of the board. The law provided that whenever county boards shall make such provision, one-half the sum annually expended for instruction shall be paid by the state, but limiting the amount so paid by the state to $1,250 to each school.

The course of study in such schools, and the qualifications of teachers employed therein, must be approved by the state superintendent. The law limited the number to two.

*Needed Legislation.*

While there were other matters of legislative enactment, pertaining to school affairs, those enumerated above were probably the most important.

SOME NEEDED SCHOOL LEGISLATION.

The whole subject of legal qualifications of teachers is in a somewhat chaotic condition. In the development of our educational system, one law after another has been passed upon this subject, increasing the number and kinds of certificates and the sources from which they are issued. In the enactment of these laws from time to time, care has not always been taken to see that each new law was in accord with those which had preceded it. While provision had been made by statute for higher qualifications for teachers, both as principals and assistants in high schools, there has been practically no change in the law relating to the certification of teachers in country schools, for a number years. Some additions have been made, but in the main, the provisions of twenty-five years ago still continue. It is believed by a large number of educational people in the state, that the time has come to place a limit upon the period for which a third grade certificate shall qualify one to teach. Many states have already passed laws limiting the time for which a third grade certificate shall entitle an individual to teach to two years. A number of states have made provision for the marking of examination papers written under the direction of the local superintendents, by some central authority entirely removed from political or personal influences. This plan relieves the already overworked county superintendents in those states from the great burden of examining papers, and from the unjust criticism which often follows a discharge of duty. It also makes sure that no certificates are granted unless the applicants are thoroughly qualified from an educational standpoint. If such a system could be inaugurated, together with a time limit upon the third grade certificate, it would result in a material raising of the standard of qualifications.

## *Needed Legislation.*

A committee of seven of the most prominent and experienced educational men in the state is now at work upon a report to be presented at the next session of the Wisconsin Teachers' Association, which shall formulate recommendations as to needed changes in our certification laws. It is to be hoped that the work of this committee will result in the formulation of a bill covering this subject, to be presented at the next session of the legislature.

The existing law limiting state aid to county training schools in two counties should be extended, so as to make it possible to establish these schools with state aid in other counties.

A law should also be passed by the next legislature providing for the establishment of county schools of agriculture and domestic economy, under the same general plan of organization as is provided for the county training schools for teachers. The general scope and purpose of these schools has been discussed elsewhere in this report.

An additional assistant should be provided in the office of the state superintendent, to whom should be assigned the duty of inspection of graded schools not connected with any high school.

The state appropriations for teachers' institutes should be increased to twenty thousand dollars. As will be seen elsewhere in this report, the demand for three and for four week institutes has been very largely increased during the last two years. It has been impossible for the institute committee having charge of this work to supply instructors in sufficient numbers and for sufficient time to meet these demands. Many counties have been compelled to limit the institute to one or two weeks, when the teachers would have been glad to attend for three or four weeks. Keeping in mind the fact that these institutes reach the great body of teachers in the common schools, and that for the larger number they furnish the only means for professional training, as well as the chief means for improving their academic training, and keeping in mind the further fact

*Normal Schools.*

that Wisconsin's expenditure for its schools is less per capita than any other of the group of the north central states except Missouri, it would seem that there can be no question as to the wisdom of this increase in the institute fund. The present thorough organization of the institute work would insure the wise use of these funds, and large returns in increased teaching power to those who attend the institutes.

Some minor modifications of existing laws ought to be made, in order to make clear their construction.

## NORMAL SCHOOLS.

From the biennial report of the President of the Board of Regents of Normal Schools the following information is gleaned:

In accordance with the provisions of a law passed by the last legislature the Board has been reorganized and is now constituted as follows, to-wit: The State Superintendent, ex-officio, and ten appointed Regents, whose term of office is five years, there being five groups of two each whose terms end in successive years, the appointments being absolute by the Governor, confirmation by the Senate not being required.

The law giving nineteen-sixtieths of a mill tax on all the property of the State for the support of the schools was changed by the last legislature to a fixed annual appropriation of $190,000. The income from the permanent Normal School Fund is now at the rate of about $86,000 per year and the income at the various schools from tuition, book rents, etc., amounts to about $21,000 per year, making a total annual income of nearly $297,000.

During the last biennium there was a total expenditure upon the schools of $606,248.60, which is $56,055.53 less than during the preceding biennium, in spite of the fact that for the same period the cost of salaries was increased $23,722.33. This is explained by the fact that there were greatly reduced expenditures for apparatus, building, furniture, repairs and books. During the past year a little less than 38 per cent. of all the pupils classed as Normal were graduates from high schools, and while the graduates from the elementary course were 3 less than during the previous two years, the graduates from the full courses increased 104, that is to say, over 27 per cent.

While the total registration of the schools has not increased during the past two years, it is plainly seen that very marked progress has been made in the character of the student body by the increase of graduates from the higher course.

Since the schools were established there have been 1,584 graduates from the elementary course and 2,872 from the full courses, none being counted twice.

Under the head of "courses and teaching" the report says: "In the recent past it was found that, in spite of the fact that the system has grown up under the management of a single continuous Board, the seven schools differ materially in the *curricula*, and the body and methods of instruction not only, but in their educational philosophy. While the Diplomas and Certificates issued were the

## *Normal Schools.*

same in all the schools and possessed the same value under the law, it was very clear that they did not stand for anything like identical acquirements, and it was seriously doubted that they stood for equivalent values however it might not be questioned that they stood for certain minimum qualifications fully complying with the law."

It appears that a thorough special examination of the schools was made and the report says: "It was found that much diversity prevails as to details of instruction and not a little as to method and underlying philosophy. That this should be the case does not seem compatible with the theory of a thoroughly organized system of Normal Schools under a single management. To correct this, as well as to attain other important aims, the Board contemplates holding a week's institute to be attended by all the teachers in the seven schools, the final outcome of which shall be a better organization and unification of the professional work in all the schools and a complete syllabus of all the branches in the adopted courses of study prepared by the best talent at the command of the Board."

Since the report was written the Board has provided for such an institute and adopted the following

### PROGRAM.

#### AUTHORIZATION OF THE INSTITUTE.

Extract from minutes Adjourned Annual Meeting, Board of Regents Normal Schools, October 24, 1900.

*Resolved*, That a one week's institute of all the normal school faculties in the employ of the Board of Regents of Normal cShools be held at Oshkosh, in the normal school building, beginning at 9 o'clock Monday morning, December 17, 1900.

*Resolved*, That during the week said institute is in session the several normal schools shall be closed, and the attendance by the teachers at the institute is hereby required and shall be considered a full discharge of contract obligations to the Board for that week.

*Resolved*, That the organization and management of the institute shall be under the general control of the following Special Committee, to-wit: L. D. Harvey, Chairman Committee on Institutes; J. Q. Emery, Chairman Committee on Course of Study and Text Books; A. E. Thompson, Chairman Committee on Teachers.

*Resolved*, That Supt. L. D. Harvey be, and he is hereby appointed conductor of the institute under the general direction of the Special committee herein provided for.

Attest: S. S. ROCKWOOD,
*Secretary.*

#### PURPOSE OF INSTITUTE.

The aim of the work during the week will be to make an effort toward the solution of the great problem of normal school administration, namely; that of organizing and unifying professional work in every department of the normal school, to the end that every normal school teacher shall recognize that he is teaching in a professional school, and must do professional work if he properly discharges his duty; and further, that the professional work done by each teacher shall re-enforce and supplement the professional work of every other teacher, to the end that the teaching power of every student shall be developed to the highest degree possible, during his attendance at the normal school.

#### MONDAY, DEC. 17, 1900, 9 A. M. — GENERAL MEETING.

Organization of institute.

I. Statement of conditions that influenced the board of regents of normal schools to make provision for this institute. J. Q. EMERY.

II. The following four propositions are fundamental for the teacher and for the pupil in the determination of what is to be done for and in the recitation.

1. The teacher must have in mind a definite purpose or purposes to be realized in the next recitation.
2. The teacher must have in mind the things which must be known or done in order that the purposes may be realized.
3. The teacher must determine what of the things falling under proposition 2 the pupil now knows or can do.
4. The teacher must determine what of the things enumerated under poposition 2 the pupil still has to learn or to do, and the order in which they should be known or done.

a. To what extent, where and for what purposes should these fundamentals be applied in normal school work?

b. To what extent do they furnish a unifying basis for the professional work in the normal schools?

c. How can the applications of these fundamentals be secured?

d. Results of their application. L. D. HARVEY.

## *Normal Schools.*

MONDAY, 2 P. M.— GENERAL MEETING.

I. The recitation.
   a. What should be demanded of the pupil in the recitation?
   b. What should be demanded of the teacher?
   c. How may these demands be enforced?
   d. Modes of testing — characteristics of a proper test?
   e. Purposes of drill exercises — necessity for, how determined.
   f. Modes of drilling — characteristics of a good drill exercise.
   g. Teaching in the recitation — its relation to testing and drilling.
   h. Assignment of the next lesson.

L. D. HARVEY.

TUESDAY, 9 A. M.— GENERAL MEETING.

I. a. Should all teachers in a Normal school have some knowledge of psychology?
   b. If so, what may be regarded as the essentials?

J. E. LOUGH.

II. a. Do all Normal school teachers have a knowledge of the essentials of psychology, and such a recognition of their value as will result in the application of these essentials in their teaching processes?
   b. If not, how can such knowledge be acquired and the application secured?

L. D. HARVEY.

TUESDAY, 2 P. M.— SECTION MEETING.— PRESIDENTS AND BOARD OF REGENTS.— A. E. THOMPSON, Leader.

I. Administration.
   a. What administrative work must the president keep in his own hands?
   b. What may be entrusted to his clerk and to members of his faculty?
   c. Modes of organizing administrative work most effectively and with greatest economy of time and effort. R. H. HALSEY.

II. Supervision.
   a. What time is necessary for the supervision of class work of members of the faculty in the Normal school?
   b. How can this supervision be done so as to secure the most intelligent judgment as to merits and defects of teachers; as to unity of ideals and effort in professional work?
   c. What means should be employed to remedy these defects and to secure unity of action where it is lacking? ALBERT SALISBURY.

III. Faculty meetings.
   a. How can these meetings be made most beneficial to the school?
   b. How often should they be held? T. B. PRAY.

TUESDAY, 2 P. M.— SECTION MEETING.— DRAWING.— E. W. WALKER, Leader.

I. What should be the purpose, scope, and plan of work in drawing in the Normal school?

The person at the head of the department of drawing in each of the Normal schools is requested to send to the conductor of the institute, by December 10, eight type-written carbon copies of her discussion of the foregoing topic. These copies will be promptly distributed among the teachers of drawing so that opportunity may be given for examination of the matter, and for preparation of suggestions and criticisms to be presented at the first meeting of the section. This meeting will be devoted to a discussion of these papers.

TUESDAY, 2 P. M.— SECTION MEETING.— ENGLISH.— ALBERT HARDY, Leader.

I Purpose, scope, and plan of work in each of the following subjects:—
   1. Grammar, ANNA BARNARD, JENNIE WHITMAN.
   2. Composition, HERBERT E. BOLTON, LILLIAN G. KIMBALL.
   3. Rhetoric, JOSEPHINE HENDERSON, ISABELLA PRETLOW.
   4. Professional review in grammar, S. A. LYNCH, CARRIE J. SMITH.

Each person assigned to prepare work in any of the foregoing subjects, is requested to send to the conductor of the institute, by December 10, eight type-written carbon copies of the matter prepared. These copies will be promptly distributed among the teachers of English, so that opportunity may be given for examination of the matter, and for preparation of suggestions and criticisms to be presented at the first meeting of the section. This meeting will be devoted to a discussion of these papers.

TUESDAY, 2 P. M. — SECTION MEETING. — LIBRARY. — LIZZIE P. SWAN, Leader.

I. Scope of librarian's work in the Normal school.

LIZZIE P. SWAN.

II. What assistance can the librarian give to the heads of departments to facilitate use of reference library by students in the special work of each department?

ELLA G. PARMELE.

III. What work can librarians do in assisting students to use the reference library economically and intelligently? BEE A. GARDNER.

IV. Should the librarian instruct students in library methods? If so, for what purpose, and to what extent? ANNE H. MCNEIL.

## *Normal Schools.*

TUESDAY, 2 P. M. — SECTION MEETING — MATHEMATICS. — W. C. HEWITT, Leader.

I. Purpose, scope, and plan of work in each of the following subjects:—
1. Arithmetic, M. A BUSSEWITZ, L. H CLARK, EMILY F. WEBSTER.
2. Algebra, J. V. COLLINS, H. LIEBENBERG.
3. GEOMETRY, G. L. BOWMAN, G. C. SHUTTS.

Each person assigned to prepare work in any of the foregoing subjects, is requested to send to the conductor of the institute, by December 10, eight type-written carbon copies of the matter prepared. These copies will be promptly distributed among the teachers of mathematics, so that opportunity may be given for examination of the matter, and for preparation of suggestions and criticisms to be presented at the first meeting of the section. This meeting will be devoted to a discussion of these papers.

TUESDAY, 2 P. M. — SECTION MEETING.— PHYSICAL TRAINING. — W. H. CHEEVER, Leader.

I. What should be the purpose, scope and plan of work undertaken in the Normal school?

The person at the head of the department of Physical Training in each school is requested to send to the conductor of the institute, by December 10, eight type-written carbon copies of the work prepared under the above topic. These copies will be promptly distributed among the teachers having this work in charge, so that opportunity may be given for examination of the matter prepared, and for preparation of suggestions and criticisms to be presented at the first meeting of the section. This meeting will be devoted to a discussion of these papers.

TUESDAY, 2 P. M.—TEACHERS OF PROFESSIONAL SUBJECTS.—J. I. JEGI, Leader.

I. In the supervision of practice teaching, how secure the maximum of spontaneity under the control of pedagogic law. ROSE C. SWART.
Discussion opened by Thomas H. Gentle.

II. What knowledge of work in the model school should teachers of professional subjects have? Why? How may this knowledge be secured? How should this knowledge be utilized? C. P. CARY.
Discussion opened by G. L. Bowman.

III. Discussion of topics proposed by members of the section.

TUESDAY, 2 P. M.—SECTION MEETING.—SCIENCE.—A. A. UPHAM, Leader.

I. Purpose, scope, and plan of work in each of the following subjects:—
1. Physics, A. H. SAGE.
2. Chemistry, G. E. CULVER.
3. Biology, W. H. DUDLEY.
4. Physiology, A. L. EWING.

Persons assigned for the work above, are requested to send to the conductor of the institute, by December 10, ten type-written carbon copies of the matter formulated. These copies will be promptly distributed among the science teachers, so that opportunity may be given for examination of the matter, and for preparation of suggestions and criticisms to be presented at the first meeting of the section. This meeting will be devoted to a discussion of these papers.

TUESDAY, 2 P. M.—SECTION MEETING.—MUSIC.—MAE E. SCHREIBER, Leader.

I. What should be the purposes, scope, and plan of work in teaching music in the Normal school?

The person at the head of the department in music in each school is requested to send to the conductor of the institute, by December 10, eight type-written carbon copies of work prepared upon the above topic. These copies will be promptly distributed among the teachers of music, so that opportunity may be given for examination of the matter prepared, and for preparation of suggestions and criticisms to be presented at the first meeting of the section. This meeting will be devoted to a discussion of these papers.

WEDNESDAY, 9 A. M.— GENERAL MEETING.

I. What important pedagogical maxims, truths, or principles should be known and applied by Normal school teachers? DUNCAN MCGREGOR.

II. a. Are the important pedagogical maxims, truths, or principles now known and applied by Normal school teachers?
b. If not, by what means may they be mastered and their application secured, consciously at first, unconsciously later?
c. By what means may students be made conscious of the teacher's applications of these truths, maxims, or principles, so that they will come to recognize the possibility of applying them themselves, in a variety of ways, with a variety of subjects, under a variety of conditions? L. D. HARVEY.

## *Normal Schools.*

WEDNESDAY, 2 P. M.— SECTION MEETING.— DRAWING.—E. W. WALKER, Leader.

I. Amount and kinds of constructive work which should be done in connection with drawing. Purposes and methods. HARRIET CECIL MAGEE.
II. a. Value of blackboard sketching by teachers and pupils.
b. How and to what extent should blackboard sketching be taught in the normal school? LUCY DORRIT HALE.
III. Application of the four fundamental propositions hereinbefore stated, in teaching drawing. E. W. WALKER.
IV. The place and purposes of copying in the teaching of drawing. MARY E. TANNER.
V. Examination and explanation of special features of work from different schools.

WEDNESDAY, 2 P. M.— SECTION MEETING.— ENGLISH.— ALBERT HARDY, Leader.

I. Application of the four fundamental propositions hereinbefore stated, in teaching grammar, composition and rhetoric. GRACE DARLING MADDEN.
II. What important pedagogical principles should be applied in teaching the above named subjects? In what way may the teacher's application of these pedagogical principles be made to increase the student's power to apply them in teaching any subject? ALBERT HARDY.

WEDNESDAY, 2 P. M.— SECTION MEETING.— LIBRARY.— LIZZIE P. SWAN, Leader.

I. To what extent and in what way can printed lists of books and references be made most valuable, not only in individual schools but by a system of exchange in all the schools? CAROLINE SILLIMAN.
II. Methods of utilizing periodical literature to the best advantage. MARY F. CARPENTER.
III. Preparation and uses of pictures. ELIZABETH F. SIMPSON.
IV. Reports of individual methods of work.
V. Examination and explanation of material useful in illustrating the methods in vogue in each library.

WEDNESDAY, 2 P. M.— SECTION MEETING.— MATHEMATICS.— W. C. HEWITT, Leader.

I. Application of the four fundamental propositions hereinbefore stated in teaching arithmetic, algebra, and geometry. G. C. SHUTTS.
II. Proper relation between the course of study in arithemetic in the model school, and the work done in the normal classes. How secured? L. H. CLARK.
III. General discussion of topics proposed by members of the section.

WEDNESDAY, 2 P. M.— SECTION MEETING.— MUSIC.— MAE E. SCHREIBER, Leader.

I. The application of the four fundamental principles hereinbefore mentioned, to the teaching of music. MAE E. SCHREIBER.
II. General method of the *how*, in the recitation. GRACE HEWARD.
III. a. Can all students be so trained as to make them effective teachers of singing in the public schools?
b. If so, will the time and effort necessary to secure this training be the best possible expenditure of time and effort for students and teachers?
c. If not, what then? F. F. CHURCHILL.

WEDNESDAY, 2 P. M.— SECTION MEETING.— PHYSICAL TRAINING.— W. H. CHEEVER, Leader.

I. To what extent may the individual needs of students be considered in the work of this department? In what ways? EMMA W. SHRIEVES.
II. In what way may the most effective work be done in developing the student's power to carry on physical training in his own school, under conditions which would exist in that school? FRANCES MUSSELMAN.
III. To what extent is the director of physical training responsible for the health of pupils coming under her direction? NINA A. PAGE.
IV. a. Should the work in physical training for the boys differ from that for the girls in a Normal school?
b. If so, why, and how?
c. If not, why not? SUSANNE A. LOOK.

## *Normal Schools.*

WEDNESDAY, 2 P. M.—SECTION MEETING.—TEACHERS OF PROFESSIONAL SUBJECTS.—
J. Q. EMERY, Leader.

I. To what extent should the model school be the correlating center of the Normal school? I. C. MCNEILL.
Discussion opened by D. McGregor.

II. a. What are the purposes of the work in observation?
b. How should the work be organized so as to accomplish these purposes.
c. Value of observation after a period of practice teaching compared with its value before any experience in teaching. ALICE H. SHULTES.
Discussion opened by A. J. Hutton.

III. To what extent may students in Normal school classes do teaching in their own classes with profit to themselves and without greater loss than gain to the classes. J. W. LIVINGSTON.

WEDNESDAY, 2. P. M.—SECTION MEETING.—SCIENCE, INCLUDING GEOGRAHHY.—
A. A. UPHAM, Leader.

I. Purpose, scope and plan of work in each of the following subjects:—
1. Geology, E. C. CASE.
2. Geography, FRANK E. MITCHELL.
3. Elements of Agriculture, A. A. UPHAM.
Persons assigned for the work above are requested to send to the conductor of the institute, by December 10, ten type-written carbon copies of the matter formulated. These copies will be promptly distributed among the science teachers, so that opportunity may be given for examination of the matter, and for preparation of suggestions and criticisms to be presented at the second meeting of the section.

II. Possibility and desirability of field work in biology, geology, and geography. Character of work. J. A. MERRILL.

THURSDAY, 9 A. M.—GENERAL MEETING.—

I. Possible elimination of some so-called strictly professional work now done in the Normal schools. A. H. SAGE.

II. Exposition of the lesson plan idea, as applied to the treatment of a topic.
C. E. PATZER.

III. The relative proportions of oral and written work which should be required of Normal school students, which practice teachers should require of their pupils.
L. D. HARVEY.

THURSDAY, 2 P. M.—SECTION MEETING.—ENGLISH.—ALBERT HARDY, Leader.

I. Place and relative importance of oral and of written work in developing the power of easy, forceful, and accurate expression, either written or oral
LILLIAN G. KIMBALL.

II. Rhetoricals: Training in the use of English; training in expression. How made most effective.
ROBERT RIENOW.

III. In what way may the work in English be most effectively supplemented by teachers in other departments?
ALBERT HARDY.

IV. Discussion of topics proposed by members of the section.

THURSDAY, 2 P. M.—SECTION MEETING.—GEOGRAPHY.—F. E. MITCHELL, Leader.

I. Purposes and scope of the work in geography in the Normal school.
J. A. MERRILL.
Discussion opened by Cornelia E. Rogers.

II. Application of fundamental propositions 1, 2, 3, and 4, in the teaching of geography.
FRANK E. MITCHELL.

III. How far may the study of geography texts be supplemented by outside reading—
a. In the Normal school?
b. In the common schools?
c. In what way can this work be organized?
ALICE DE REIMER.
Discussion opened by Isabella Pretlow.

IV. Examination and explanation of illustrative material.

THURSDAY, 2 P. M.—SECTION MEETING.—HISTORY, POLITICAL ECONOMY AND CIVICS.—
A. J. HUTTON, Leader.

I. Use of the fundamental propositions 1, 2, 3, and 4, in teaching history.
GRACE DARLING MADDEN.
Discussion opened by Geo. C. Shutts.

II. Scope and purposes of work in civil government in the Normal school.
A. H. SANFORD.
Discussion opened by J. F. Sims.

## *Normal Schools.*

III. Should teachers of history in Normal schools train students to properly organize a history topic for teaching purposes? If so, how it may be done best?
E. W. WALKER.

Discussion opened by J. A. Wilgus.

IV. Purpose in teaching political economy in a Normal school. How it may be taught so as to develop the power of the student in teaching other subjects.
F. R. CLOW.

Discussion opened by W. H. Cheever.

THURSDAY, 2 P. M. — SECTION MEETING. — LATIN AND GERMAN. — J. W. LIVINGSTON' Leader.

I. What knowledge of German grammar should students in German be required to master?
B. M. DRESDEN.

II. Should any attempt be made to acquire a speaking knowledge of Germau? If so, under what conditions and to what extent?
CLARA SCHUSTER.

III In the study of Latin, may the reading of an English translation of a Latin author, before the study of the Latin author begins, be of value?
C. W. SMITH.

IV. In what way may the work in both Latin and German be made to contribute most to the student's command of English?
W. H. WATSON.

V. Can the work in Latin and German be so organized in the Normal school classes as to give full scope to individual capacity, preparation and opportunity? If so, what modifications of present plans of class work would be necessary.
PAULINE WEIS.

VI. Such portions of general program for section work as time permits.

THURSDAY, 2 P. M. — SECTION MEETING — LITERATURE, INCLUDING LIBRARY. —H. A. ADRIAN, Leader.

I. What should be done in the Normal school to make teachers acquainted with the literature of the public school libraries — with methods of using this literature in the public schools?
ELLEN F. P. PEAKE.

Discussion opened by C. A. Scott.

II. a. Should the work in literature in the Normal schools aim to develop the reading habit and a love for good literature, as well as a method of studying and teaching literature.
b. If so, what effect will this requirement have upon the plan and method of work in literature adopted by the teacher of that subject in the Normal school?
ALBERT HARDY.

Discussion opened by Anna M. Cottrell.

III. Library reading; its place in the Normal school; its relation to the regular work in literature; to the work in other branches. Its place in the model school; plan of organization and administration.
FANNIE J. HOLCOMBE.

Discussion opened by Colin A. Scott.

THURSDAY, 2 P. M.—SECTION MEETING —MODEL SCHOOL TEACHERS.—NINA VANDEWALKER, Leader.

I. Bearing of the fundamental propositions 1, 2, 3, and 4, in determining what work, if any, now being done, may and should be eliminated.
C. E. PATZER.

II. Model teaching for observation classes; what means should be used to make this of most value to observers.
ALFARETTA HASKELL.

III. Means necessary to overcome the bad effects of poor teaching in the grades by pupil teachers.
J. I. JEGI.

IV. How should the character of the teaching in the grammar grades differ from that in the primary and intermediate grades.
MYRTLE L. CARPENTER.

V. Uses of literature and history in the grades in developing the power to use good English orally.
HARRIET P. BURY.

VI. Explanation and examination of special devices and illustrative material.

THURSDAY, 2 P. M.—SECTION MEETING.—TEACHERS OF PROFESSIONAL SUBJECTS.—J. Q. EMERY, Leader.

I. How to secure unity of ideals and purposes in professional teaching and training
a. In any one Normal school.
b. In the system of Normal schools.
ALBERT SALISBURY.

Discussion opened by W. J. Brier.

II. Professional reviews.
a. Scope.
b. How far academic?
c. How far and in what manner professional?
T. B. PRAY.

Discussion opened by Chas. McKenny.

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THURSDAY, 2 P. M.—SECTION

I. a. Value of oral exposition in position to be without
b. To what extent may or place of experimental in mind the purpose

II. a. Possibility of and mode ing of any of the scie
b. Value of the "lesson plan" in of the fact that propositions and what must be mastered by the of that which is essential.

III. Danger of undertaking advanced work in science not w purpose of a Normal school course.

IV. Relation of laboratory and text-book work in different subjects.
E. C. PE

FRIDAY, 9 A. M.—GENERAL MEETING.

I. Relation of department teachers in the Normal school proper, to work in the model school.
H. A. ADRIAN.

II. Reports from leaders of sections of conclusions reached in the section meetings.
III. Unfinished discussion.

FRIDAY, 2 P. M.—GENERAL MEETING.

I. Answers to questions.
II. General discussion of questions previously proposed by members of the institutes.

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## STATE PUBLIC SCHOOL FOR DEPENDENT AND NEGLECTED CHILDREN, SPARTA, WIS.

(From the Superintendent's Report.)

HON. L. D. HARVEY,
*State Superintendent Public Instruction.*

*Dear Sir:*—The State Public School is young in years, established in 1886; but it has lived long enough to demonstrate the fact that its essentiality in the scale of charities is unquestioned. It is a necessary factor in good citizenship, rescuing the poor, neglected children from lives of squalor, oft-times of vice, and placing them in the light, in good homes, where refining influences show the triumph of environment over heredity, by lifting these children to useful lives, in more than ninety per cent. of all cases handled. Thus it is not alone essential, it is economical *to* the state as well—in the rescue work it is doing.

Dependent and neglected children, between the ages of three and fourteen years, are committed to the State school by the county judge of the county where the children reside. Under the law of the state, only children who are physically and mentally sound, are proper subjects for the School; but despite the examination by the county physician and such inspection as the superintendent of the School is able to give, some children are received who are defective. These children may be returned to their respective counties at any time; but as only the alms house awaits them, some have been kept in the School and cared for as well as may be.

The School is only a clearing house between counties and homes. The

III. ildren are kept here, for a few weeks, or it may be for a few months, ng enough to fit them as well as possible for respectable homes. Then they are indentured to some persons, whose homes have been inspected and accepted by the agents, to remain until they reach the age of eighteen years, with the provisions in the contract, that either party thereto, guardian or State Board of Control,, may sever it at any time.

The terms of the indenture require that the guardian will treat the ward as a member of his family in every way, send him to school at least four months in each year (a majority of guardians send the child more than six months per year), and when the ward is eighteen years of age, pay into the State School fifty dollars, which is placed at interest. When the ward is twenty-one years of age, the amount is given to him, thus giving him a little start in life. The guardian also gives the ward two suits of good clothes.

Nearly all of these children who remain in homes until they are eighteen years of age, have become part of the home or community, and go along in life's work as reputable citizens. Herein is the realization of the hopes of the officers of the State Board, those connected with the School.

SUPERVISION IN HOMES.

Two agents are employed to visit children in homes. They visit each child at least twice a year, and in many cases, where closer supervision is necessary, five or six visits are made within the same time. The agents visit the home, talk with the child alone, visit the school if in session, consult the teacher and in every way possible ascertain the real condition of the child. A written report of each visit is recorded in the office of the State School.

Added to the above means of supervsion each guardian is required to make a monthly report of the child to the superintendent of the School, on health, conduct, what work done, attendance at school and any other item of interest.

These methods have been helpful to the management, not only in knowing the real condition of children in their homes, but as means of assistance to them or the guardian, as the cases may demand. By this information we have been led to take a number of children from their homes and after a few weeks in the School, when their characteristics are understood, they are again placed in homes better suited to them.

COTTAGE LIFE.

The institution is on the cottage plan, where the children reside under the motherly care of five Christian matrons. In these cottages, which are most cleanly kept, the children have sitting rooms and dormitories. These sitting rooms are supplied with good books from the library, papers suitable to the age of the child, and in every way as far as possible real home life is carried out.

All dining rooms are in the Administration building, where the superintendent resides and has his office.

The matrons of these cottages not only attend to the physical needs of their charges; but for the moral part as well. The children live in a good moral atmosphere, and many a hard, almost vicious boy, has been led to change his life and strive to be what his "mother of the cottage" wishes him to be.

## *State Public School.*

### INSTRUCTION IN THE SCHOOL.

The next day after a child's arrival at the institution, he is placed in one of the four departments of the School. The School has five teachers with kindergarten, primary, intermediate and grammar rooms. The grades are about the same as those in the public schools throughout the state.

In addition to ordinary school work, we have a department of Domestic Science, where the girls are taught sewing and cooking. Considering the fact that many of these girls, in fact a large majority of them, have had no opportunities to learn even a little of these domestic necessities, this department of our School work is essential.

All pupils are taught vocal music by competent teachers, and a number of the largest girls are given lessons on the organ as a start and a help to make their way in the farm home to which they may be assigned.

Our teachers are earnest, conscientious workers, those whose sympathies are awakened by these little ones, who up to the time they are received here have had hard lives, fraught with neglect and privations. And the teachers seem to strive in every possible way, to lead their pupils into earnest work, into progress in their studies, and at the same time inculcate correct, moral principles. If we take into consideration the fact a child may be in the school work but a month and that the pupils are constantly changing, the good and the bright going to homes, and their places filled by new arrivals, our school work is excellent.

### CENSUS STATISTICS.

Since the opening of the School in 1886, 2,221 children had been received up to September 30, 1900. Of this number 804 were girls, 1,417 were boys. Nearly all of these were placed in homes, some of them in two or three homes, by the agents of the school, before the proper place for the child could be found. And, in more than ninety per cent. of all children placed, when the congenial home was found, they have grown into the hearts of the people, and become a part of the home and community in which they were placed. In fact, it has been said by many officers of the School who have had opportunities to observe, that as a large per cent. of the State School children become good citizens, succeeding in their life work, as the children from the average homes in Wisconsin.

If these opinions are correct, is not the State Public School at Sparta one of the most essential charities of Wisconsin?

Thanking you, sir, for this opportunity of briefly presenting some of the purposes of the school to the teachers of the state,

I have the honor to be,

Very respectfully yours,

M. T. PARK,
*Superintendent.*

## *Wisconsin School for Blind.*

### THE WISCONSIN SCHOOL FOR BLIND, JANESVILLE, WIS.

(From the Superintendent's Report.)

The State School for Blind, while not under the supervision of the state superintendent, is recognized as an educational institution as well as a home where the blind children of the state are permitted to spend the greater portion of from eight to twelve years in a preparation that contemplates good citizenship and the ablity for self-support, as far as it is possible to furnish it.

The School employs fifteen teachers, and is divided into three departments, literary, industrial, and musical. The literary course is very similar to the high school course of the state, and is under the supervision of Miss S. Augusta Watson, who for more than thirty years has been connected with the institution as a teacher. About twenty per cent. of the pupils enrolled graduate from this department. They are well equipped mentally, but few of them are able to apply their knowledge in a practical way, as the avenues of work are barred to them in the literary field.

The musical department includes both vocal and instrumental. The vocal work is in charge of a competent teacher who devotes all of her time to individual and chorus work. If talent is discovered it is developed, and the school has turned out some very good singers whose voices will help them to gain a livelihood.

More than half the pupils are piano scholars. Much attention is given to this work because of the culture and comfort that results. The blind are compelled to live so much within themselves that music is a source of great enjoyment to them. A limited number of pupils are given instruction on the pipe organ, but only those are selected who have special talent as improvisors. The orchestra of fourteen boys comprises both string and brass instruments, and an effort is made to make each player an independent performer. In this department it is not uncommon to find good soloists who are able to turn their knowledge to practical account.

The industrial work of the school is under the direction of four competent teachers. The girls are taught to knit and sew both by hand and machine, and many of them are able to make their own garments. The boys' building is a busy work shop where chair-caning, hammock and net making, carpet weaving, and broom and mattress making are taught. Many of the boys from the shop go out into life equipped for partial, and not infrequently, independent self-support. This department is also a refuge for men from twenty-five to thirty-five years of age who lose their sight by accident after gaining their majority. It is the only place in the state where they can be taught anything, and the State Board very wisely permits them to enter for a reasonable period.

A class of a dozen young men is acquiring the art of piano-tuning and repairing, and the most of them will become expert workmen. Their instructor is a blind man, who teaches not only the art of tuning, but also the art of securing the piano to tune. His boys enter life with a trade and a business training as well, possessing the ability to apply their knowledge.

A gymnasium, where the entire school in classes receive thorough training in physical culture, contributes to the health and physical development of the school; and the results are very satisfactory.

The average attendance for the past two years has been 110, and the average age, 16 and a fraction.

## *Wisconsin Home for Feeble Minded.*

The school compares favorably with similar institutions in other states. The enrollment would show a healthy increase if county superintendents would furnish the information concerning the blind children of the state that the law contemplates. The census will show a state population of about 1,500 of this class.

H. F. BLISS,
*Superintendent.*

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### WISCONSIN HOME FOR FEEBLE MINDED, CHIPPEWA FALLS, WIS.

(From the Report of the Superintendent.)

As the appropriation granted by the last legislature for a school house could not be utilized, there has been no material extension in our school system since my last report.

A large bed room has been converted into a sloyd room and a considerable number of our brighter grade of boys receive daily instruction from an hour to an hour and a half in this work. Training classes are also being organized for the coming School year for the lower grades of educable children. There are a considerable number of this last named class who have not heretofore received the attention that they need owing to a lack of proper accommodations. The school classes have made very satisfactory progress. All our highest grade children of suitable age are receiving daily instruction in reading, writing, number work, simple geography and composition. This is varied by exercises in hand work, either in sloyd class or in the classes for dress making, embroidery, etc. As all education is intended to fit the scholar for a broader field of usefulness, and consequently a higher degree of happiness, and as only a relatively small proportion of our pupils can ever expect to leave us to take up a position in general society, we are obliged to modify our school system to meet the future needs of our wards. It is the intention to make this institution, so far as possible, a self-supporting community, furnishing in a great measure its own subsistence, making its own clothing; furnishing, further, its own entertainment. It is not surprising, therefore, that we find hand work occupying so prominent a place throughout our schools. So far have our efforts been successful in the past that the gardener's class of four boys, consisting of two epileptics, a boy who had been committed to an insane asylum for his pranks of destructive mischief, and one other boy of hardly middle grade, has, under the direction of a competent gardener who understands boys as well as the raising of vegetables, furnished the house with over $2,000.00 worth of produce the past season. On the farm a second class of boys is employed in the cultivation of potatoes and grain. In the carpenter shop other boys are employed, one of whom has become so skillful in joinery that he is employed in making all the dining room tables for the building now under construction. The class of boys under the shoemaker now make all the shoes used in the institution. In the dress-making department, several of our girls can fit as well as make dresses, while in the school for fine sewing, the larger girls find rest and recreation from the plainer work of the institution for a period of from one to two hours a day. Worked is turned

## *Wisconsin Home for Feeble Minded.*

out of such excellent quality as to arouse a great deal of interest and appreciation from visitors. Very marked improvement is seen in the laundry class.

The total number of children in the department for manual training amounts to 205. With the present capacity of our schools we are enabled to receive only 83 into the school classes, exclusive of 35 in the sloyd and 44 in the kindergarten. This does not include all the children who should attend school. A considerable number who are susceptible to school training are necessarily denied on account of lack of proper accommodations. This we hope will be remedied by the coming legislature, and sufficient appropriation be granted to enable us to erect ample school rooms for our purpose.

The expediency of teaching the feeble minded has been questioned in the past and is occasionally doubted even now. The maintenance of schools in connection with institutions of this character is demanded for two excellent reasons. The feeble minded child if given mere custody would surely retrograde. He has not the instinctive hunger for knowledge generally seen in children of normal brain power. He never studies. He must be deliberately taught all which he learns, but when taught along proper channels, he will develop a very marked degree of usefulness. There is hardly any member of this class, except among those actually retrograding, where patient investigation will not find some lines along which his mentality can be developed to a useful extent. He can thus be converted from a useless dependent into a useful producer in his little community, with a considerable increase of happiness to himself and of profit to the state. Moreover, it is doubtful if it is entirely just and right to take a child from its home surroundings without giving him adequate compensation. I think it should be acknowledged that he has a right which he shares in common with every child in our land, to be developed to his greatest extent. We therefore earnestly urge that our school accommodations shall keep pace with the growth of the institution. We feel confident that the comparatively slight cost to the state will be amply repaid by the increased self helpfulness of its wards in this institution and in their increased power for usefulness; as they will save the wages of many employed helpers and will, moreover, furnish from the land already in our possession a large portion of our food. This is no longer a matter of theory, but has been amply proven during the fifty years growth of this work in the country.

ALFRED H. WILMARTH,
*Superintendent.*

## *Wisconsin School for the Deaf.*

### THE WISCONSIN SCHOOL FOR THE DEAF, DELAVAN, WIS.

(From the Report of the Superintendent.)

The state of Wisconsin has maintained a free school for the deaf at Delavan since 1852, which provides instruction for all children in the state who are too deaf to go to the public schools; it is completely equipped for their mental, manual and physical training; its teachers are selected with special reference to the wants of this class of children, and the course of instruction is arranged to suit their capacity and condition. The first years in school are spent upon the elements of speech and the simpler forms of expression, with exercises in the fundamental rules of arithmetic, in reading and writing, and in acquiring as a basis for further advancement facts in geography, natural history, history, science and ethics from ocular demonstration of the most evident elementary principles. As, for example, numbers are taught by objects, singly or in groups; geography begins with location and direction in the school room, thence to the school ground, to the village, and then to the town and county in their order; after that to the state, and finally to North America and the hemispheres. The correct location of places is learned in this way, and the use of language is acquired by colloquial exercises and written accounts of daily events, without technical grammar. Natural history readers, stories introducing historical characters and descriptive writing, provide subjects for further language study. Later in the course the most popular of school readers are employed; Hall's arithmetical series affords suitable lessons in numbers; Frye's and Colton's geographies are used; Eggleston's U. S. History leads on to the study of general history; and the course is not completed without an experimental knowledge of physics, anatomy and the laws of health; and a course in Civil Government, which includes a study of the Constitution of Wisconsin and of the United States. This is supplemented by lectures on ethical, scientific and historical subjects by the superintendent and teachers. Along with this there is a correlation of manual training, from the simplest knife work of the seven year old boy, through a course of eight years, to the finished patterns and elaborate work of the most advanced; while at the same time the girls are at work at systematic needlework, practical housekeeping, and scientific cooking in preparation for an assumption of their share of domestic home duties when they return to the paternal roof. Manual training for boys leads to architecture, cabinet making and joinery, while in addition to these trades, shoemaking and printing are taught to large numbers who become self-supporting workmen in their respective vocations after they leave school.

Gymnastics and calisthenics under competent instruction impart a grace and freedom of movement that could not otherwise be secured; and at the same time the disciplinary training of a well ordered household and the restraints of system and order develop an appreciation of manliness and self control. We point with pride to the graduates of this school, who, although handicapped in the race of life by deafness, are still to be found in all portions of the state supporting themselves in independent comfort, and contributing to the welfare of the communities in which they live. The last class of graduates numbered sixteen young men and women, representing different portions of the state, included four carpenters, four printers, one shoemaker and seven young ladies who had taken special instruction in drawing and painting. Art work has great attractions for the deaf, and is one of their most interesting studies; it encourages them to undertake other difficult tasks

## *Wisconsin School for the Deaf.*

and introduces them to a field of delightful labor in which they may expect as much success as any of their more favored hearing associates.

There have been two hundred and seventeen pupils, representing fifty-three counties, in the school during the past year; and one hundred and ninety-five have been enrolled since the opening in September, about equally divided between the sexes. Of this number, about two-thirds, one hundred and twenty-five, are in speaking classes. All pupils of suitable age are placed in speaking classes at the beginning and here they remain, unless under oral instruction it becomes evident that they are really oral failures, and they are then transferred to manual classes in which rapid progress is usually secured.

Manual training, which includes architectural and mechanical drawing, has fifty-four pupils in wood work, ten in pattern making and molding and six in forging, and at the same time twenty-four boys are learning shoe-making, eighteen cabinet-making, and fifteen printing. All the girls learn to sew, the more advanced classes have dress-making and cooking, while during the entire course abundant opportunity is given for learning the details of good housekeeping.

The school undertakes to prepare deaf boys and girls for the practical duties of life, so that they may be able to carry with them to their homes larger freedom of action, more exactness in speech, a better use of conscious ability, an inspiration, which aims at higher and more remunerative pursuits, and a more complete participation in all the duties and privileges of intelligent citizenship.

The term begins the second Wednesday of September in each year and continues forty weeks. During the school term, board, washing, tuition, books and medical attendance are free, and in cases of necessity transportation to and from school and clothes will be furnished. At the close of the term in June all children are returned to their homes for the summer vacation. Applicants for admission should not be under seven nor over twenty years of age, of sound mind and body, and of good moral principles. This is not a reform school, a hospital or simply a custodial institution. Since the state has made such ample provision for the education of the deaf it is the desire of those in charge to so inform parents and guardians of the peculiar advantages of this school that all deaf children may be brought within its benign influence. In this connection the attention of county and city superintendents is called to Sec. 3, Chapter 331, Laws of Wisconsin, session of 1891, as follows:

SECTION 3. It shall be the duty of each county and city superintendent of schools to send to the superintendent of the state school for the deaf at Delavan and to the superintendent of the state school for the blind at Janesville, the address of parents, with the name and age of each deaf or blind child known to be in his county or city, and to inform parents, guardians and custodians of deaf mutes and blind children in his county or city, respecting the several schools for deaf mutes and the blind in the state, and the conditions of admission to them; and for this purpose, the superintendents of such institutions shall provide each such superintendent with sufficient printed information and with the names and residences of all deaf mutes and blind children known to be in his county or city. And each such superintendent shall include in his annual report to the county board of supervisors or the city board of education, a statement of the number of deaf mutes and of blind children of school age in such county or city then receiving an education, or the number of each not receiving an education, and of the number of personal visits he has made during the year, upon the parents, guardians or custodians of such children, to induce them to give such children a proper education.

J. W. SWILER,
*Superintendent.*

## *Industrial School for Boys.*

### INDUSTRIAL SCHOOL FOR BOYS AT WAUKESHA.

(From the Superintendent's Report.)

The schools of this institution have made commendable progress in several directions during the last two years. Particular stress has been laid on reading for the thought and on reproducing the thought, orally and by writing, in an intelligent manner. A large proportion of our boys come with little training of this kind, probably on account of irregular attendance or non-attendance at the schools of their homes, and are inclined to make of the reading exercise a mechanical performance. To overcome this defect a large amount of reading matter is used, three books in six months being the minimum for a grade. Nearly all use four and some select from even a greater number.

Penmanship has also received close attention and it is gratifying to note the appreciation of parents expressed in letters to their boys, wherein they so often commend them for their progress and urge them to make further improvement.

The course of study is substantially what it was two years ago. A few minor changes have been made from time to time as circumstances seemed to warrant or require.

#### EXTRA GRADE.

It occasionally happens that a class of boys complete the regular course before being paroled, in which case an extra class is provided wherein they receive instruction in advanced subjects, such as algebra, physical geography, physics, and shorthand. A class of eleven, belonging to the eleventh and twelfth grades, is now instructed in the last named subject by the stenographer of the institution, a young man who, as an inmate of the school, received the training that qualifies him for the position he now holds.

Semi-annual promotions based on proficiency are in the main satisfactory. The lock-step features are eliminated by promoting individuals or classes whenever the good of the pupils seems to require it. Every boy understands that promotions are not regulated by the calendar, but by his progress, and he is encouraged to push ahead and to overtake the grade next above him.

#### MANUAL TRAINING.

Within the last two years the manual training department has been thoroughly reorganized and fully equipped. The wood working shop is at present arranged for classes of twelve each. In a few days conveniences for classes of sixteen each will be completed.

The course of study in the wood working department embraces the most desirable features of the Russian and the Swedish systems. General cultivation of the hand, such as will enable it to respond quickly and rightly to right impulses from the brain, is what is aimed at rather than the ability to produce a variety of domestic articles for the money value of such production. It must not, however, be thought that such articles are not produced. On the contrary the boy is encouraged at every point of his progress to put his acquired skill into practice in the construction of some article of use or of ornament that challenges the exertion of his best efforts.

The work in wood-turning forms a valuable part of the course. It

## *Industrial School for Boys.*

trains the hand to accurate manipulation of tools and the eye to correct appreciation of proportion and of symmetry, and so of beauty, and the endless variety of articles produced never fails to thoroughly interest the operator.

The iron working department is also well equipped. The course is arranged to give elementary instruction in the properties of iron and steel, as well as to teach the usual processes of manipulation. In this department where no machinery and few tools are used, so much depends upon the boy that his hands, his eyes, and his judgment are responsible for the results, and he finds a satisfaction in his work that fully compensates him for the severe labor, the ever present dirt, and the fervent heat.

The work on the metal working lathe requires a variety of tools that he must forge, temper, and shape for himself. He must grind and adjust them to the requirements of the work on hand, and he must carefully and thoughtfully direct the machine, while in obedience to his guidance it smooths, drills, countersinks, polishes, cuts threads, and does many other things with more than intelligent exactness.

Every piece attempted in the shops is first drafted and the elements of mechanical drawing are so taught that the boys are enabled to express intelligently the shape, size, position, and use of each part, as well as to produce a complete picture of the piece as a whole.

Boys in this department spend two hours a week in the drawing room and an equal time in some one of the shops of the department.

The sloyd school furnishes to the forty-eight boys enrolled, an excellent introduction to the use of tools and a preparation for the heavier work of the shops. The time used in this department is taken from the working sessions instead of from the school sessions, as is the case in the other departments of the manual training school. Here the few tools used are made to do a great variety of work, and here, too, deftness, skill, exactness, and taste are developed. The half day's work of the class is interspersed with a variety of exercises calculated to develop mind and body and to keep interest and attention from flagging. Equipped with the indispensable sloyd knife, with pencil, try square, saw, rule, hammer, gauge, awl, and dividers for general use, and with bits, chisels and planes, to be used where these will best subserve his purpose, the boy is taught by precept and example to manipulate one tool after another in the production of articles, of which the following is but a partial list: Flower stick, pen-holder, key label, paper knife, ruler, tooth brush rack, match safe, sand paper file, towel rack, letter box, weather vane, sugar scoop, cake beater, salt box, and shoe brush box.

No boy makes all the articles in this list nor is any boy confined to these alone. Tasks are assigned in such a way that each pupil may do as much and advance as rapidly as his ability will permit. He is encouraged to contrive and to make articles of use or of ornament, model, or full size, as may seem best to his interest.

### LIBRARY.

Since my last report the school library has been moved into more suitable quarters; fine roomy cases have been built for it, and best of all, substantial additions aggregating five hundred volumes have been made. It consists at the present time of 781 volumes in good condition, covering a great variety of subjects, and adapted to all ages and capacities. Every boy who is able to read is allowed to draw one book a week and an unfinished book may be kept two weeks and re-drawn *for an additional* week.

## *Industrial School for Boys.*

Since March 12, 1899, 7,412 volumes have been drawn for home reading. As a popular book is often read by several boys besides the one who draws it, the above number may safely be increased by one-third of itself and the number of volumes read be called 9,883, instead of 7,412, as the cards show.

Boys of the ages of those in this school are especially fond of books of the adventurous, heroic, daring type. While the library cards do not show a decided preference for books of this class, as might be expected, the fact that such books are retained longer when drawn and are passed along from the original drawer to his friends in the family, will partly account for the comparatively small number of times some of the greatest favorites have passed through the librarian's hands. Books that have been drawn by at least 25 boys in eighteen months may safely be classed as favorites, and the order in which they rank as favorites may be learned from the following table:

| Title of book. | Author. | No. of times drawn. |
|---|---|---|
| Westward Ho | Kingston | 25 |
| From school to battle field | King | 25 |
| The Story of George Washington | Baldwin | 25 |
| Boots & Saddles | Custer | 25 |
| Two little Confederates | Page | 25 |
| Nelly's silver mine | H. H | 25 |
| Laddie | | 25 |
| Short stories of our sly neighbors | Kelly | 25 |
| Tom Grogan | Smith | 25 |
| Robinson Crusoe | De Foe | 25 |
| Sporting in the Far West | Murphy | 25 |
| In the Wilds of Florida | Kingston | 25 |
| Old Town Folks | Stowe | 25 |
| Dab Kinzer | Stoddard | 26 |
| Four and Five | Hall | 26 |
| Stories of the Civil War | Blaisdell | 26 |
| The Animared World | Vincent | 26 |
| Stories of Colonial Children | Pratt | 26 |
| Alexander the Great | Abbott | 26 |
| Under Drake's Flag | Henty | 26 |
| Dick Dale | Rodgers | 27 |
| Giovanni and Others | Burnett | 27 |
| The Quartet | Stoddard | 27 |
| A summer in a canon | Wiggin | 27 |
| Left behind | Otis | 27 |
| Hannibal | Abbott | 27 |
| For name and fame | Henty | 27 |
| In freedom's cause | Henty | 27 |
| The Dragon and the Raven | Henty | 27 |
| Duty | Smiles | 27 |
| The Young Carthagenian | Henty | 27 |
| Twice Lost | Kingston | 28 |
| Jay Cole | Gellebrand | 28 |
| Bonnie Prince Charlie | Henty | 28 |
| Prince Dusty | Munroe | 28 |
| With Wolfe in Canada | Henty | 28 |
| Cab & Caboose | Munroe | 28 |
| Big Cypress | Munroe | 29 |
| Quarter deck & fok'sle | Seawell | 29 |
| Teddy and Carrots | Otis | 29 |
| Jack and Jill | Alcott | 29 |
| Jack Hall | Grant | 30 |
| Beautiful Joe | Saunders | 30 |
| The Story of Wisconsin | Thwaites | 30 |
| Lost in Nicaragua | Butterworth | 30 |
| Boys of '76 | Coffin | 30 |
| The Lion of the North | Henty | 31 |
| True to his Home | Butterworth | 31 |
| The boys of Greenway Court | Butterworth | 31 |
| Each and All | Andros | 31 |

## *Industrial School for Boys.*

| Title of book. | Author. | No of times drawn. |
|---|---|---|
| Raising the Pearl | Otis | 31 |
| Sagacity of Animals | Kingston | 31 |
| Peter the Great | Abbott | 31 |
| With LaFayette at Yorktown | Otis | 31 |
| On the banks of the Amazon | Kingston | 31 |
| Stories for Children | Ouida | 31 |
| Black Beauty | Seawell | 32 |
| Life of U. S. Grant | Brooks | 32 |
| For the Temple | Henty | 32 |
| Children of the Cold | Schwatka | 32 |
| By Pike and Dike | Henty | 33 |
| Prison Life in the South | Abbott | 33 |
| Cat tails and other tales | Howleston | 33 |
| King Tom and the runaways | Pendleton | 33 |
| Julius Caesar | Abbott | 33 |
| Under orders | Munroe | 33 |
| St. George for England | Henty | 33 |
| Afar in the forest | Kingston | 35 |
| A Yankee boy's success | Toby | 35 |
| Alfred the Great | Henty | 35 |
| The land of the Kangaroo | Knox | 35 |
| Chuck Purdy | Stoddard | 36 |
| Stories of the gcrilla country | Chaillu | 37 |
| Little Men | Alcott | 39 |
| A young Macedonian | Church | 40 |
| Jedd | Gross | 42 |
| Tom Brown's School Days | Hughes | 57 |

About 60% of all boys able to read draw books regularly, and half the remainder irregularly. Many of the most popular of the list just given have been read aloud in the cottages and probably all have been read by four to five times as many boys as have drawn them.

In addition to the reading derived from the library, each family is supplied with daily and weekly newspapers, juvenile papers, and standard periodicals. In the selections and purchase of all these the greatest care is exercised to secure the very best of its class for the use of the young boys as for the more mature, and nothing of a character, doubtful in the least degree, whether newspaper article, history, or romance, is ever allowed to pass to an inmate through the hands of any officer.

CHARLES O. MERICA,
*Superintendent.*

# PART II.

## Statistical Tables.

*Statistical Tables.*

## CENSUS STATISTICS, 1898-99.

| COUNTIES—Exclusive of cities under city superintendent. | CHILDREN BETWEEN 4 AND 20. | | | CHILDREN BETWEEN 7 AND 13. | | |
|---|---|---|---|---|---|---|
| | Male. | Female. | Total. | No. of such children | No. who attended public school 12 weeks or more. | No. who attended private school 12 weeks or more. |
| Totals ... | 245,561 | 233,830 | 479,391 | 216,166 | 178,562 | 19,473 |
| Adams ..... | 1,705 | 1,621 | 3,326 | 1,550 | 1,203 | 2 |
| Ashland ..... | 1,025 | 918 | 1,943 | 1,223 | 978 | 27 |
| Barron ..... | 3,850 | 3,684 | 7,534 | 3,232 | 2,692 | 57 |
| Bayfield..... | 1,790 | 1,689 | 3,479 | 1,906 | 1,487 | 284 |
| Brown ..... | 5,363 | 5,090 | 10,453 | 4,689 | 3,339 | 727 |
| Buffalo ..... | 3,279 | 3,098 | 6,377 | 2,665 | 2,354 | 122 |
| Burnett..... | 1,456 | 1,321 | 2,777 | 1,186 | 768 | ..... |
| Calumet..... | 3,625 | 3,481 | 7,106 | 3,173 | 2,272 | 792 |
| Chippewa..... | 4,194 | 3,971 | 8,165 | 3,872 | 3,188 | 406 |
| Clark ..... | 4,843 | 4,781 | 9,624 | 4,290 | 3,690 | 100 |
| Columbia ..... | 3,937 | 3,680 | 7,617 | 3,357 | 3,056 | 80 |
| Crawford ..... | 2,691 | 2,676 | 5,367 | 2,896 | 2,457 | 6 |
| Dane ..... | 8,915 | 8,342 | 17,257 | 7,540 | 6,380 | 740 |
| Dodge ..... | 7,194 | 6,687 | 13,881 | 6,492 | 5,397 | 1,448 |
| Door..... | 3,088 | 2,912 | 6,000 | 2,517 | 2,148 | 72 |
| Douglas..... | 603 | 579 | 1,182 | 619 | 524 | ..... |
| Dunn ..... | 3,856 | 3,659 | 7,515 | 3,482 | 2,891 | 66 |
| Eau Claire..... | 2,970 | 2,662 | 5,632 | 2,682 | 2,256 | 78 |
| Florence ..... | 465 | 507 | 972 | 518 | 482 | ..... |
| Fond du Lac... | 5,311 | 5,080 | 10,391 | 4,527 | 3,561 | 745 |
| Forest ..... | 143 | 132 | 275 | 135 | 116 | ..... |
| Grant..... | 6,781 | 6,624 | 13,405 | 6,589 | 5,164 | 575 |
| Green..... | 3,295 | 2,888 | 6,183 | 2,879 | 2,519 | 41 |
| Green Lake.... | 2,177 | 1,999 | 4,176 | 1,955 | 1,576 | 194 |
| Iowa..... | 3,598 | 3,489 | 7,087 | 2,709 | 2,395 | 85 |
| Iron ..... | 902 | 902 | 1,804 | 897 | 837 | 59 |
| Jackson..... | 3,409 | 3,171 | 6,580 | 3,033 | 2,543 | 80 |
| Jefferson..... | 5,212 | 5,014 | 10,226 | 4,568 | 3,832 | 527 |
| Juneau ..... | 3,809 | 3,700 | 7,509 | 3,240 | 2,810 | 130 |
| Kenosha..... | 1,667 | 1,622 | 3,289 | 1,418 | 1,049 | 187 |
| Kewaunee..... | 3,608 | 3,611 | 7,219 | 2,978 | 2,396 | 319 |
| La Crosse..... | 2,423 | 2,300 | 4,723 | 2,265 | 1,932 | 181 |
| Lafayette ..... | 3,817 | 3,617 | 7,434 | 3,259 | 2,532 | 11 |
| Langlade ..... | 1,369 | 1,272 | 2,641 | 1,399 | 1,093 | 22 |
| Lincoln ..... | 977 | 970 | 1,947 | 966 | 816 | 21 |
| Manitowoc ..... | 8,055 | 7,728 | 15,783 | 6,682 | 5,019 | 1,300 |
| Marathon ..... | 6,167 | 5,818 | 11,985 | 5,435 | 4,593 | 401 |
| Marinette ..... | 2,772 | 2,497 | 5,269 | 2,437 | 1,924 | 144 |
| Marquette ..... | 2,062 | 2,049 | 4,111 | 1,850 | 1,524 | 89 |

*Statistical Tables.*

CENSUS STATISTICS, 1898-99 — Continued.

| COUNTIES — Exclusive of cities under city superintendent. | CHILDREN BETWEEN 4 AND 20. | | | CHILDREN BETWEEN 7 AND 13. | | |
|---|---|---|---|---|---|---|
| | Male. | Female. | Total. | No. of such children | No. who attended public school 12 weeks or more. | No. who attended private school 12 weeks or more. |
| Milwaukee | 7,178 | 7,009 | 14,187 | 6,587 | 5,095 | 1,497 |
| Monroe | 5,053 | 4,943 | 9,996 | 4,421 | 3,758 | 335 |
| Oconto | 3,049 | 2,870 | 5,919 | 2,874 | 2,530 | 48 |
| Oneida | 1,147 | 1,185 | 2,332 | 1,091 | 914 | 1 |
| Outagamie | 4,842 | 4,587 | 9,429 | 4,113 | 3,270 | 602 |
| Ozaukee | 3,295 | 3,054 | 6,349 | 3,015 | 2,179 | 831 |
| Pepin | 1,505 | 1,421 | 2,926 | 1,086 | 1,208 | 77 |
| Pierce | 4,348 | 4,194 | 8,542 | 3,972 | 3,424 | 72 |
| Polk | 3,431 | 3,220 | 6,651 | 3,269 | 2,497 | 40 |
| Portage | 4,130 | 3,897 | 8,027 | 3,447 | 2,418 | 153 |
| Price | 1,511 | 1,479 | 2,990 | 1,578 | 1,459 | 19 |
| Racine | 2,869 | 2,607 | 5,476 | 2,178 | 1,929 | 413 |
| Richland | 3,541 | 3,354 | 6,895 | 2,945 | 2,628 | 26 |
| Rock | 4,420 | 4,151 | 8,571 | 4,232 | 3,835 | 110 |
| St. Croix | 4,359 | 4,213 | 8,572 | 3,789 | 3,525 | 93 |
| Sauk | 4,783 | 4,577 | 9,360 | 4,213 | 3,353 | 335 |
| Sawyer | 399 | 474 | 873 | 406 | 369 | 2 |
| Shawano | 5,097 | 4,919 | 10,016 | 4,546 | 3,315 | 418 |
| Sheboygan | 5,075 | 4,839 | 9,914 | 4,499 | 3,805 | 745 |
| Taylor | 2,016 | 1,870 | 3,886 | 2,075 | 1,460 | 181 |
| Trempealeau | 4,392 | 4,188 | 8,580 | 3,773 | 2,795 | 657 |
| Vernon | 5,394 | 5,109 | 10,503 | 4,458 | 3,766 | 52 |
| Vilas | 458 | 425 | 883 | 417 | 393 | ..... |
| Walworth | 3,761 | 3,610 | 7,371 | 3,075 | 3,004 | 18 |
| Washburn | 927 | 865 | 1,792 | 989 | 802 | ..... |
| Washington | 4,648 | 4,513 | 9,161 | 4,058 | 2,956 | 1,044 |
| Waukesha | 5,877 | 5,513 | 11,390 | 4,375 | 4,612 | 460 |
| Waupaca | 5,059 | 4,875 | 9,934 | 4,256 | 3,939 | 179 |
| Waushara | 3,041 | 2,695 | 5,736 | 2,622 | 2,293 | 48 |
| Winnebago | 2,912 | 2,782 | 5,694 | 2,498 | 2,286 | 144 |
| Wood | 4,641 | 4,551 | 9,192 | 4,199 | 3,042 | 755 |

*Statistical Tables.*

## ENROLLMENT AND ATTENDANCE, 1898-99.

| COUNTIES — Exclusive of cities under city superintendents. | ENROLLMENT IN PUBLIC SCHOOLS. | | | *Total number who have attended public school.* | |
|---|---|---|---|---|---|
| | Number between 4 and 20. | Under 4. | Over 20. | Male. | Female. |
| Totals | 314,150 | 459 | 354 | 161,225 | 154,832 |
| Adams | 2,501 | ..... | 2 | 1,291 | 1,212 |
| Ashland | 1,488 | ..... | ..... | 825 | 677 |
| Barron | 5,316 | 5 | 4 | 2,679 | 2,643 |
| Bayfield | 2,387 | ..... | ..... | 1,203 | 1,184 |
| Brown | 5,088 | 17 | 4 | 2,710 | 2,462 |
| Buffalo | 4,294 | 36 | 2 | 2,254 | 2,134 |
| Burnett | 1,633 | 1 | 2 | 842 | 794 |
| Calumet | 3,533 | ..... | ..... | 1,913 | 1,820 |
| Chippewa | 5,312 | 6 | ..... | 2,702 | 2,610 |
| Clark | 6,293 | 2 | 12 | 3,181 | 3,123 |
| Columbia | 6,184 | 13 | 10 | 3,124 | 3,083 |
| Crawford | 4,032 | 2 | 5 | 1,965 | 2,085 |
| Dane | 11,358 | 12 | 9 | 5,680 | 5,699 |
| Dodge | 8,965 | 30 | 9 | 4,774 | 4,230 |
| Door | 3,720 | 6 | 5 | 1,964 | 1,844 |
| Douglas | 940 | 1 | 2 | 473 | 470 |
| Dunn | 5,358 | 2 | 14 | 2,684 | 2,690 |
| Eau Claire | 3,983 | ..... | 4 | 2,099 | 1,888 |
| Florence | 767 | ..... | 1 | 342 | 425 |
| Fond du Lac | 6,222 | 6 | 6 | 3,186 | 3,050 |
| Forest | 222 | ..... | ..... | 106 | 116 |
| Grant | 9,655 | 8 | 15 | 4,941 | 4,882 |
| Green | 5,016 | 5 | 1 | 2,570 | 2,461 |
| Green Lake | 2,746 | 3 | 2 | 1,405 | 1,337 |
| Iowa | 4,902 | 39 | 7 | 2,799 | 2,728 |
| Iron | 1,364 | 18 | 1 | 705 | 778 |
| Jackson | 4,662 | ..... | 4 | 2,401 | 2,265 |
| Jefferson | 6,751 | 5 | 8 | 3,402 | 3,309 |
| Juneau | 5,132 | 1 | 6 | 2,548 | 2,591 |
| Kenosha | 2,131 | ..... | 1 | 1,103 | 1,028 |
| Kewaunee | 4,173 | 17 | 3 | 2,159 | 2,107 |
| La Crosse | 3,056 | 5 | ..... | 1,534 | 1,527 |
| Lafayette | 5,438 | 40 | 3 | 2,779 | 2,702 |
| Langlade | 1,771 | 3 | ..... | 931 | 910 |
| Lincoln | 1,297 | ..... | ..... | 637 | 651 |
| Manitowoc | 8,733 | 10 | 3 | 4,637 | 4,109 |
| Marathon | 7,104 | 3 | 2 | 3,556 | 3,553 |
| Marinette | 3,239 | ..... | ..... | 1,729 | 1,602 |
| Marquette | 2,650 | ..... | 5 | 1,304 | 1,361 |

*Statistical Tables.*

ENROLLMENT AND ATTENDANCE, 1898-99.— Continued.

| COUNTIES — Exclusive of cities under city superintendents. | ENROLLMENT IN PUBLIC SCHOOLS. | | | | |
|---|---|---|---|---|---|
| | Number between 4 and 20. | Under 4. | Over 20. | *Total number who have attended public school.* | |
| | | | | Male. | Female. |
| Milwaukee | 8,227 | ..... | 1 | 4,261 | 3,966 |
| Monroe | 7,001 | 12 | 20 | 3,566 | 3,523 |
| Oconto | 3,741 | 9 | 1 | 1,864 | 1,894 |
| Oneida | 1,920 | ..... | 1 | 933 | 1,015 |
| Outagamie | 5,390 | 2 | 3 | 2,753 | 2,642 |
| Ozaukee | 3,248 | 1 | ..... | 1,761 | 1,488 |
| Pepin | 1,885 | 5 | 2 | 1,022 | 938 |
| Pierce | 6,017 | 2 | 13 | 3,073 | 2,984 |
| Polk | 4,673 | ..... | 6 | 2,323 | 2,356 |
| Portage | 4,414 | 7 | 5 | 2,198 | 2,085 |
| Price | 2,152 | 2 | 1 | 1,038 | 1,115 |
| Racine | 3,324 | 6 | ..... | 1,709 | 1,616 |
| Richland | 5,317 | 3 | 16 | 2,796 | 2,610 |
| Rock | 6,533 | 3 | 2 | 3,281 | 3,257 |
| St. Croix | 6,214 | 2 | 20 | 3,028 | 3,005 |
| Sauk | 6,282 | 12 | 13 | 3,214 | 3,093 |
| Sawyer | 653 | ..... | 3 | 322 | 348 |
| Shawano | 5,827 | 44 | 8 | 3,024 | 2,920 |
| Sheboygan | 5,918 | 5 | 3 | 3,108 | 2,847 |
| Taylor | 2,294 | ..... | 1 | 1,208 | 1,167 |
| Trempealeau | 5,396 | 10 | 14 | 2,897 | 2,612 |
| Vernon | 7,340 | ..... | 23 | 3,883 | 3,620 |
| Vilas | 793 | 6 | ..... | 429 | 370 |
| Walworth | 6,586 | 10 | 21 | 2,941 | 2,835 |
| Washburn | 1,392 | ..... | 1 | 709 | 691 |
| Washington | 4,756 | 2 | 2 | 2,609 | 2,403 |
| Waukesha | 7,766 | ..... | 3 | 4,032 | 3,737 |
| Waupaca | 6,652 | 5 | 4 | 3,401 | 3,245 |
| Waushara | 4,129 | 8 | 5 | 2,168 | 1,974 |
| Winnebago | 3,878 | 2 | 6 | 2,014 | 1,844 |
| Wood | 5,016 | 5 | 4 | 2,523 | 2,502 |

*Statistical Tables.*

TEACHERS' CERTIFICATES, 1898-99.

| Counties.—Exclusive of cities under city superintendents. | Certificates Granted by County Superintendents. | | | | | | | Applicants refused certificates. | Limited certificates granted. | Teachers holding state certificates. | Normal school graduates. | No. who have attended Normal school. | Amount of fees collected at examination. | Amount received for certificates granted in other counties. | Amount received for countersigning free high school diplomas. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1st grade. | | 2d grade. | | 3d grade. | | | | | | | | | | |
| | To men. | To women. | To men. | To women. | To men. | To women. | Total. | | | | | | | | |
| Totals | 197 | 331 | 395 | 1,452 | 1,063 | 4,582 | 8,020 | 2,199 | 498 | 444 | 551 | 1,611 | $9,687 | $310 | $52 00 |
| Adams | 1 | | | 11 | 6 | 72 | 91 | 30 | 13 | 5 | 2 | 20 | $134 | | |
| Ashland | 1 | 3 | | 8 | 8 | 29 | 48 | 3 | | 2 | 2 | 8 | 48 | | |
| Barron | 4 | 1 | 6 | 32 | 21 | 88 | 155 | 43 | | 1 | 20 | 30 | 198 | $11 | $1 |
| Bayfield | 5 | 3 | 3 | 17 | 5 | 41 | 71 | 4 | 2 | 10 | 7 | 15 | 63 | 12 | |
| Brown | 8 | 7 | 7 | 30 | 17 | 50 | 113 | 41 | 10 | 6 | 2 | 25 | 150 | 2 | 2 |
| Buffalo | 5 | 11 | 11 | 26 | 20 | 38 | 103 | 16 | 2 | 8 | 8 | 25 | 119 | 10 | |
| Burnett | | | | 4 | 8 | 36 | 48 | | | 1 | 1 | 6 | 46 | 2 | |
| Calumet | 1 | | 3 | 6 | 15 | 72 | 97 | 10 | 19 | 7 | 5 | | 37 | | |
| Chippewa | 5 | 8 | 8 | 37 | 7 | 81 | 146 | 56 | 1 | 11 | 11 | 14 | 203 | 17 | |
| Clark | 1 | 3 | 9 | 28 | 19 | 97 | 157 | 45 | | 9 | 6 | 56 | 202 | 9 | |
| Columbia | 2 | 4 | 8 | 15 | 35 | 170 | 234 | 77 | 73 | 9 | 3 | 45 | 311 | | |
| Crawford | 3 | 5 | 9 | 20 | 17 | 83 | 137 | 70 | 10 | 3 | 3 | 18 | 207 | 3 | |
| Dane | 10 | 13 | 14 | 54 | 30 | 206 | 327 | 64 | 9 | 25 | 13 | 50 | 371 | 20 | 1 |
| Dodge | 10 | 14 | 11 | 37 | 39 | 97 | 208 | 68 | 12 | 2 | 15 | 23 | 276 | | |
| Door | 1 | 1 | 4 | 8 | 18 | 34 | 66 | 28 | 2 | 2 | 3 | 9 | 94 | | |

*Statistical Tables.*

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Douglas | 1 | 1 | 3 | 12 | .. | 37 | 54 | 27 | 1 | ..... | .... | 27 | 73 | 2 | ..... |
| Dunn | 2 | 4 | 14 | 20 | 15 | 85 | 140 | 50 | 12 | 3 | 4 | 30 | 193 | 8 | 1 |
| Eau Claire | 6 | 21 | 2 | 17 | 4 | 47 | 97 | 23 | 4 | 5 | 6 | 14 | 124 | 6 | 4 |
| Florence | 1 | .. | .. | 1 | 2 | 12 | 16 | 3 | 4 | 6 | 6 | ..... | 19 | 1 | ..... |
| Fond du Lac | 1 | 2 | 1 | 26 | 14 | 101 | 145 | 46 | 5 | 11 | 16 | 95 | 180 | 2 | ..... |
| Forest | .. | .. | 1 | 1 | .. | 6 | 8 | ..... | .... | 1 | 1 | 2 | 15 | ..... | ..... |
| Grant | 18 | 13 | 15 | 112 | 31 | 76 | 265 | 21 | 1 | 32 | 24 | 78 | 282 | 4 | ..... |
| Green | 2 | 6 | 6 | 25 | 27 | 91 | 157 | 69 | 29 | 11 | 6 | 15 | 187 | 18 | 1 |
| Green Lake | 1 | 2 | 5 | 12 | 7 | 44 | 71 | 30 | 1 | 5 | 3 | 15 | 101 | 4 | 1 |
| Iowa | .. | 3 | 2 | 3 | 5 | 28 | 41 | 51 | .... | ..... | .... | ..... | 84 | 6 | 2 |
| Iron | 3 | 4 | .. | 7 | 2 | 11 | 27 | 2 | .... | ..... | 4 | 10 | 27 | 2 | 1 |
| Jackson | 8 | 7 | 9 | 38 | 5 | 40 | 107 | 58 | 2 | 11 | 14 | 15 | 165 | 2 | 6 |
| Jefferson | 3 | 4 | 9 | 31 | 17 | 94 | 161 | ..... | 5 | 3 | 15 | 45 | 183 | 2 | ..... |
| Juneau | 2 | 4 | 7 | 18 | 17 | 99 | 147 | 73 | 10 | 2 | 12 | 5 | 250 | 2 | ..... |
| Kenosha | .. | 1 | 4 | 17 | 10 | 27 | 59 | 25 | 1 | 5 | 1 | ..... | 91 | 1 | ..... |
| Kewaunee | 1 | 1 | 8 | 3 | 23 | 20 | 56 | 25 | 2 | 5 | 3 | 26 | 81 | ..... | ..... |
| La Crosse | 2 | 2 | 4 | 23 | 6 | 27 | 64 | 33 | 3 | 3 | 6 | 8 | 100 | ..... | ..... |
| Lafayette | 5 | 7 | 9 | 39 | 11 | 74 | 145 | 28 | 1 | ..... | 24 | 41 | 163 | 6 | 1 |
| Langlade | .. | 1 | 2 | 9 | 4 | 37 | 53 | 17 | 6 | ..... | .... | ..... | 76 | 8 | ..... |
| Lincoln | 2 | 6 | 6 | 30 | 5 | 25 | 74 | 12 | ... | ..... | .... | 6 | 86 | ..... | 3 |
| Manitowoc | 4 | 6 | 6 | 5 | 52 | 41 | 114 | ..... | .... | 13 | 18 | ..... | 150 | ..... | ..... |
| Marathon | 4 | 2 | 6 | 20 | 38 | 128 | 198 | 45 | 15 | 1 | 3 | 20 | 242 | ..... | 1 |
| Marinette | . | .. | 4 | 16 | 1 | 60 | 81 | 8 | .... | ..... | 10 | 27 | 89 | 4 | ..... |
| Marquette | 1 | 5 | 4 | 16 | 17 | 51 | 94 | 9 | .... | 2 | 4 | ..... | 101 | 2 | ..... |
| Milwaukee | 4 | 2 | 5 | 15 | 17 | 59 | 102 | 8 | 1 | 34 | 27 | 38 | 24 | ..... | ..... |
| Monroe | 1 | 16 | 4 | 18 | 16 | 81 | 136 | 23 | 16 | 10 | 9 | 25 | 181 | 4 | 3 |
| Oconto | 1 | 1 | 2 | 2 | 5 | 25 | 36 | 16 | 6 | 4 | 3 | ..... | 53 | ..... | ..... |
| Oneida | 1 | 2 | 1 | 14 | 2 | 18 | 38 | ..... | .... | 8 | 8 | 9 | 36 | 4 | ..... |
| Outagamie | 1 | 3 | 9 | 24 | 15 | 99 | 151 | 62 | 34 | 1 | .... | 35 | 192 | 21 | 1 |
| Ozaukee | 2 | .. | 10 | 4 | 20 | 31 | 67 | 15 | 5 | 11 | 6 | 28 | 79 | 3 | ..... |
| Pepin | 2 | 2 | 3 | 13 | 8 | 28 | 56 | 33 | 1 | 9 | 7 | 3 | 84 | 6 | ..... |
| Pierce | 10 | 8 | 14 | 40 | 25 | 79 | 176 | 55 | 5 | 1 | .... | 118 | 227 | 8 | ..... |
| Polk | 1 | 1 | 2 | 19 | 15 | 66 | 104 | 38 | 33 | 7 | 4 | 30 | 175 | ..... | 1 |
| Portage | 1 | 1 | 7 | 30 | 21 | 88 | 148 | 72 | .... | 9 | 9 | 65 | 218 | ..... | ..... |
| Price | 2 | 4 | 1 | 13 | 8 | 50 | 78 | 15 | .... | 7 | 12 | 5 | 76 | 17 | ..... |
| Racine | 1 | 4 | 3 | 15 | 15 | 85 | 123 | ..... | 4 | 9 | .... | ..... | 97 | ..... | ..... |

## TEACHERS' CERTIFICATES, 1898-99.—Continued.

| Counties.—Exclusive of cities under city superintendents. | Certificates Granted by County Superintendents. | | | | | | | Applicants refused certificates. | Limited certificates granted. | Teachers holding state certificates. | Normal school graduates. | No. who have attended Normal school. | Amount of fees collected at examination. | Amount received for certificates granted in other counties. | Amount received for countersigning free high school diplomas. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *1st grade.* | | *2d grade.* | | *3d grade.* | | | | | | | | | | |
| | To men. | To women. | To men. | To women. | To men. | To women. | Total. | | | | | | | | |
| Richland | 4 | 4 | 12 | 47 | 16 | 53 | 136 | 130 | 3 | 5 | 9 | 12 | $276 | $ 8 | $3 |
| Rock | 9 | 25 | 7 | 37 | 24 | 161 | 263 | 17 | 8 | 9 | 6 | 45 | 138 | 6 | ..... |
| St. Croix | 3 | 7 | 12 | 28 | 8 | 86 | 144 | 44 | 11 | 19 | 12 | ..... | 190 | 4 | 1 |
| Sauk | 11 | 33 | 8 | 62 | 13 | 77 | 204 | ..... | ... | 1 | 9 | 16 | 264 | 4 | 3 |
| Sawyer | .. | 3 | .. | 7 | .. | 11 | 21 | 1 | 5 | 2 | 5 | 4 | ..... | 1 | ..... |
| Shawano | 3 | 2 | 12 | 10 | 24 | 92 | 143 | 68 | 7 | 1 | 1 | 20 | 201 | 10 | ..... |
| Sheboygan | 1 | 4 | 8 | 11 | 26 | 56 | 106 | 90 | .... | 3 | 13 | 21 | 199 | ..... | 3 |
| Taylor | 2 | 3 | 2 | 9 | 18 | 41 | 75 | 27 | 3 | 3 | 4 | 6 | 45 | 8 | ..... |
| Trempealeau | 6 | 4 | 5 | 17 | 16 | 69 | 117 | 44 | 10 | 2 | 9 | 8 | 155 | 3 | 1 |
| Vernon | 2 | 7 | 7 | 18 | 40 | 196 | 270 | 59 | 56 | 11 | 7 | 12 | 305 | 22 | 2 |
| Vilas | 2 | 3 | .. | 2 | 1 | 10 | 18 | 2 | ... | 6 | 4 | 8 | 16 | 4 | 1 |
| Walworth | 1 | 4 | 1 | 25 | 22 | 85 | 138 | 20 | 21 | 32 | 15 | 20 | 181 | 5 | ..... |
| Washburn | 3 | 1 | 4 | 6 | 2 | 28 | 44 | 8 | 3 | 1 | 2 | 8 | 50 | 5 | ..... |
| Washington | 5 | 4 | 6 | 14 | 20 | 51 | 100 | 17 | .... | ..... | 8 | 25 | 116 | 1 | 6 |
| Waukesha | 4 | 1 | 7 | 25 | 24 | 89 | 150 | 36 | 1 | 5 | 41 | 43 | 176 | 1 | 1 |
| Waupaca | 3 | 1 | 6 | 23 | 32 | 113 | 178 | 12 | .... | ..... | 3 | 30 | ..... | ..... | ..... |
| Waushara | .. | 3 | 8 | 26 | 9 | 75 | 121 | 18 | 6 | 9 | 8 | 35 | 145 | 5 | ..... |
| Winnebago | .. | .. | 2 | 5 | 13 | 76 | 96 | 34 | .... | 5 | 6 | 100 | 130 | ..... | ..... |
| Wood | 2 | 5 | 6 | 36 | 7 | 50 | 106 | 25 | 4 | ..... | 23 | 20 | 127 | 4 | 1 |

## TEACHERS AND TOWNSHIP LIBRARIES, 1898-99.

| COUNTIES — Exclusive of cities under city superintendents. | TEACHERS. | | | | | TOWNSHIP LIBRARIES. | | | |
|---|---|---|---|---|---|---|---|---|---|
| | *Teachers employed.* | | | *Teachers' average wages.* | | Amount expended during year. | No. volumes purchased during year. | Whole No. purchased since 1887. | Whole amount expended for books since 1887. |
| | Male. | Female. | Total. | For men. | For women. | | | | |
| Totals | 2,247 | 7,496 | 9,743 | $41 89 | $29 78 | $35,974 13 | 60,648 | 332,522 | $178,305 61 |
| Adams | 13 | 118 | 131 | $31 00 | $19 95 | $310 80 | 663 | 3,217 | $1,856 00 |
| Ashland | 14 | 34 | 48 | 51 00 | 38 23 | ..... | ..... | ..... | ..... |
| Barron | 49 | 135 | 184 | 33 79 | 28 39 | 688 37 | 944 | 4,794 | 2,859 28 |
| Bayfield | 13 | 62 | 75 | 48 00 | 42 00 | 174 87 | 377 | 3,312 | ..... |
| Brown | 24 | 72 | 96 | 39 50 | 29 15 | 835 27 | 1,318 | 7,839 | 5,446 57 |
| Buffalo | 41 | 85 | 126 | 42 50 | 29 05 | 464 68 | 802 | 4,360 | 2,552 12 |
| Burnett | 10 | 54 | 64 | 32 20 | 28 55 | 307 57 | 476 | 2,031 | 917 71 |
| Calumet | 27 | 59 | 86 | 39 65 | 29 52 | 712 97 | 727 | 5,948 | 4,059 49 |
| Chippewa | 33 | 192 | 225 | 36 77 | 28 85 | 587 80 | 1,220 | 3,954 | 2,091 58 |
| Clark | 55 | 154 | 209 | 36 76 | 29 21 | 751 80 | 1,219 | 4,495 | 3,266 20 |
| Columbia | 46 | 218 | 264 | 52 89 | 25 48 | 623 61 | 992 | 6,253 | 3,341 35 |
| Crawford | 27 | 109 | 136 | 34 00 | 23 00 | 510 47 | 905 | 4,766 | 3,063 20 |
| Dane | 75 | 318 | 393 | 42 65 | 29 00 | 1,456 27 | 2,357 | 14,521 | 8,724 10 |
| Dodge | 87 | 197 | 284 | 42 00 | 27 00 | 937 37 | 1,601 | 8,380 | 6,324 48 |
| Door | 31 | 44 | 75 | 35 00 | 29 00 | 624 85 | 976 | 5,442 | 3,207 68 |
| Douglas | 3 | 36 | 39 | 43 33 | 39 43 | 100 70 | 189 | 1,080 | 526 02 |
| Dunn | 51 | 138 | 189 | 32 50 | 27 70 | 530 17 | 938 | 4,220 | 2,358 75 |
| Eau Claire | 22 | 78 | 100 | 51 50 | 29 22 | 495 90 | 765 | 4,770 | 2,574 18 |
| Florence | 4 | 17 | 21 | 54 67 | 39 83 | 140 28 | 242 | 1,075 | 1,377 51 |
| Fond du Lac | 36 | 184 | 220 | 35 45 | 26 51 | 766 71 | 1,577 | 7,439 | 4,299 46 |

TEACHERS AND TOWNSHIP LIBRARIES, 1898-99.— Continued.

| Counties — Exclusive of cities under city superintendents. | Teachers. | | | | | Township Libraries. | | | |
|---|---|---|---|---|---|---|---|---|---|
| | *Teachers employed.* | | | *Teachers' average wages.* | | Amount expended during year. | No. volumes purchased during year. | Whole No. purchased since 1887. | Whole amount expended for books since 1887. |
| | Male. | Female. | Total. | For men. | For women. | | | | |
| Forest | 3 | 8 | 11 | $41 60 | $35 00 | ..... | ..... | ..... | ..... |
| Grant | 57 | 319 | 376 | 42 50 | 27 25 | $1,342 61 | 2,147 | ..... | ..... |
| Green | 52 | 188 | 240 | 35 67 | 26 00 | 500 29 | 919 | 4,672 | $2,419 30 |
| Green Lake | 22 | 73 | 95 | 37 50 | 25 00 | 376 25 | 787 | 2,376 | 1,539 39 |
| Iowa | 30 | 137 | 167 | 37 37 | 23 86 | 383 60 | 572 | 2,753 | 1,131 41 |
| Iron | 7 | 27 | 34 | 66 67 | 41 76 | ..... | ..... | ..... | ..... |
| Jackson | 37 | 122 | 159 | 42 14 | 27 85 | 573 03 | 1,076 | 7,802 | 4,602 28 |
| Jefferson | 36 | 148 | 184 | 47 65 | 29 76 | 707 69 | 1,186 | 6,110 | 2,918 22 |
| Juneau | 38 | 152 | 190 | 40 47 | 26 00 | 569 26 | 1,031 | 4,805 | 2,085 79 |
| Kenosha | 18 | 56 | 74 | 36 00 | 32 08 | 182 23 | 357 | 1,418 | 838 04 |
| Kewaunee | 36 | 36 | 72 | 37 64 | 31 80 | 590 84 | 756 | 7,600 | 5,514 57 |
| La Crosse | 13 | 64 | 77 | 33 50 | 28 36 | 381 55 | 760 | 4,797 | 2,644 98 |
| Lafayette | 41 | 139 | 180 | 40 82 | 25 59 | 638 05 | 1,406 | 7,947 | 4,929 42 |
| Langlade | 14 | 64 | 78 | 38 14 | 29 84 | 166 38 | 253 | 878 | 505 08 |
| Lincoln | 14 | 41 | 55 | 33 57 | 29 46 | 143 80 | 274 | 1,397 | 646 17 |
| Manitowoc | 81 | 90 | 171 | 44 00 | 31 00 | 845 32 | 1,458 | 5,727 | 3,252 78 |
| Marathon | 59 | 139 | 198 | 38 75 | 30 90 | 957 79 | 1,640 | 6,652 | 4,336 48 |
| Marinette | 12 | 64 | 76 | 51 00 | 34 25 | 466 57 | 909 | 3,328 | 2,226 73 |
| Marquette | 21 | 67 | 88 | 33 31 | 21 29 | 350 85 | 534 | 2,251 | 1,397 28 |
| Milwaukee | 53 | 99 | 152 | 57 66 | 44 32 | 1,117 84 | 2,020 | 7,890 | 4,222 89 |
| Monroe | 44 | 194 | 238 | 39 54 | 24 60 | 708 20 | 1,221 | 6,383 | 3,875 05 |
| Oconto | 25 | 67 | 92 | 34 18 | 29 00 | 500 53 | 771 | 4,544 | 2,436 64 |
| Oneida | 10 | 44 | 54 | 55 20 | 37 50 | 458 61 | 181 | 1,629 | ..... |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Outagamie | 29 | 105 | 134 | 38 06 | 26 58 | 702 97 | 1,138 | 6,777 | 3,765 61 |
| Ozaukee | 45 | 34 | 79 | 49 66 | 31 91 | 380 95 | 619 | 3,507 | 1,947 64 |
| Pepin | 17 | 56 | 73 | 40 46 | 28 02 | 213 74 | 490 | 1,499 | 594 08 |
| Pierce | 58 | 130 | 188 | 47 32 | 31 35 | 648 66 | 1,060 | 5,741 | 3,762 98 |
| Polk | 23 | 126 | 149 | 38 00 | 31 00 | 505 56 | 889 | 4,432 | 2,489 57 |
| Portage | 30 | 100 | 130 | 32 77 | 24 81 | 403 62 | 802 | 3,503 | 2,211 53 |
| Price | 10 | 69 | 79 | 55 00 | 32 95 | 145 77 | 314 | 2,725 | 1,659 29 |
| Racine | 21 | 77 | 98 | 43 55 | 31 22 | 408 54 | 644 | 2,086 | 1,222 54 |
| Richland | 55 | 118 | 173 | 34 65 | 24 68 | ..... | ..... | ..... | ..... |
| Rock | 37 | 240 | 277 | 45 80 | 28 15 | 790 21 | 1,322 | 39,475 | 4,343 47 |
| St. Croix | 48 | 163 | 211 | 39 76 | 26 84 | 597 63 | 1,007 | 3,755 | 3,724 00 |
| Sauk | 31 | 182 | 213 | 45 26 | 27 78 | 553 17 | 1,273 | 7,673 | 4,556 79 |
| Sawyer | 2 | 30 | 32 | 50 00 | 36 77 | ..... | ..... | ..... | ..... |
| Shawano | 37 | 116 | 153 | 33 66 | 27 89 | 695 07 | 1,102 | 4,363 | 1,792 32 |
| Sheboygan | 47 | 103 | 150 | 42 55 | 25 70 | 796 16 | 1,615 | 6,683 | 4,079 61 |
| Taylor | 23 | 67 | 90 | 38 50 | 31 00 | 261 83 | 336 | 2,124 | 752 59 |
| Trempealeau | 39 | 117 | 156 | 40 67 | 28 42 | 765 89 | 876 | 4,633 | 3,339 85 |
| Vernon | 54 | 197 | 251 | 37 80 | 25 00 | 284 34 | 1,275 | 8,462 | 5,451 93 |
| Vilas | 6 | 19 | 25 | 63 33 | 37 89 | 86 52 | 157 | 1,104 | ..... |
| Walworth | 34 | 65 | 99 | 42 84 | 31 24 | 681 16 | 879 | 399 | 2,616 65 |
| Washburn | 10 | 38 | 48 | 47 35 | 33 92 | 192 72 | 183 | 1,264 | 160 00 |
| Washington | 46 | 82 | 128 | 45 00 | 30 00 | 794 81 | 1,444 | 7,308 | 5,001 52 |
| Waukesha | 43 | 140 | 183 | 41 18 | 33 91 | 702 92 | 1,050 | 7,628 | 3,495 03 |
| Waupaca | 43 | 125 | 168 | 32 17 | 26 87 | 735 60 | 1,135 | 6,423 | 3,459 05 |
| Waushara | 26 | 139 | 165 | 34 61 | 23 92 | 459 86 | 785 | 3,837 | 2,283 00 |
| Winnebago | 27 | 109 | 136 | 33 88 | 25 43 | 510 11 | 801 | 3,602 | 2,296 30 |
| Wood | 22 | 107 | 129 | 49 75 | 30 00 | 505 91 | 906 | 4,664 | 2,032 08 |

## FINANCIAL RECEIPTS, 1898-99.

| COUNTIES — Exclusive of cities under city superintendents. | From money on hand June 30, 1898. | From taxes levied at district school meeting. | From taxes levied at annual town meeting. | From taxes levied by county board of supervisors. | From state school fund income. | From all other sources. | Total amount received during the year. |
|---|---|---|---|---|---|---|---|
| Totals | $809,730 86 | $1,685,550 86 | $237,614 80 | $150,974 74 | $466,596 12 | $350,139 40 | $4,000,606 78 |
| Adams | $3,294 93 | $8,567 14 | ..... | $2,730 37 | $3,079 07 | $2,001 35 | $19,672 86 |
| Ashland | 5,907 08 | 6,582 08 | 16,000 00 | 1,739 58 | 1,143 07 | 3,482 71 | 34,854 52 |
| Barron | 15,075 88 | 25,504 60 | ..... | 7,056 44 | 7,224 58 | 6,901 42 | 61,762 92 |
| Bayfield | 16,725 15 | 2,195 00 | 41,656 00 | 441 59 | 46 78 | 625 85 | 61,690 37 |
| Brown | 10,657 89 | 13,319 72 | ..... | 9,612 01 | 10,185 61 | 1,331 35 | 45,106 58 |
| Buffalo | 8,295 49 | 21,187 32 | ..... | 9,020 64 | 6,712 89 | 3,577 52 | 48,793 86 |
| Burnett | 4,288 68 | 4,717 80 | 2,000 00 | 2,272 05 | 3,330 73 | 526 75 | 17,136 01 |
| Calumet | 8,716 24 | 13,300 10 | ..... | 6,767 53 | 7,031 06 | 2,393 89 | 38,208 82 |
| Chippewa | 25,167 85 | 35,657 88 | 10,487 08 | 8,781 61 | 7,424 02 | 8,808 73 | 96,327 17 |
| Clark | 25,462 83 | 35,545 32 | 1,564 76 | 9,173 05 | 9,548 52 | 3,670 55 | 84,965 03 |
| Columbia | 16,103 18 | 41,066 53 | 212 89 | 8,399 99 | 7,511 06 | 9,134 80 | 82,428 45 |
| Crawford | 5,978 07 | 13,510 99 | 33 50 | 4,697 28 | 5,139 82 | 1,409 12 | 30,768 78 |
| Dane | 23,334 88 | 60,708 22 | 1,284 00 | 14,770 85 | 16,766 52 | 6,636 11 | 123,500 58 |
| Dodge | 16,183 52 | 52,154 66 | ..... | 13,371 25 | 14,336 17 | 16,906 47 | 112,952 07 |
| Door | 8,416 57 | 10,297 54 | ..... | 5,592 68 | 5,734 67 | 2,884 27 | 32,925 73 |
| Douglas | 7,701 79 | 2,000 00 | 22,670 66 | 2,221 70 | 1,037 31 | 5,500 00 | 41,131 46 |
| Dunn | 8,983 42 | 25,163 99 | ..... | 6,857 94 | 7,163 41 | 2,236 80 | 50,405 56 |
| Eau Claire | 10,248 23 | 20,676 81 | ..... | 5,145 16 | 5,601 20 | 2,684 87 | 44,356 27 |
| Florence | 9,494 62 | 6,898 50 | 5,000 00 | 1,018 81 | 958 29 | 1,117 89 | 24,488 11 |
| Fond du Lac | 16,757 97 | 33,766 52 | 441 01 | 11,948 46 | 10,834 35 | 7,613 36 | 81,361 67 |
| Forest | 461 62 | ..... | 5,100 00 | ..... | 200 05 | 2,086 75 | 7,848 42 |
| Grant | 21,589 78 | 60,430 07 | ..... | 12,051 72 | 13,497 90 | 13,212 27 | 120,781 74 |

*Statistical Tables.*

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Green | 10,949 83 | 27,765 36 | ..... | 5,310 34 | 6,248 93 | 4,805 85 | 55,080 31 |
| Green Lake | 7,112 59 | 15,967 93 | ..... | 3,800 94 | 4,662 05 | 611 81 | 32,155 32 |
| Iowa | 5,889 00 | 29,313 70 | ..... | 6,060 76 | 6,995 18 | 3,788 23 | 52,076 87 |
| Iron | 8,918 75 | 15,579 37 | 7,225 00 | 219 42 | 1,867 07 | 249 20 | 34,058 81 |
| Jackson | 11,776 48 | 22,083 68 | 60 50 | 8,450 25 | 6,254 98 | 4,484 28 | 53,110 17 |
| Jefferson | 16,157 88 | 47,382 03 | ..... | 8,751 68 | 10,355 98 | 11,389 57 | 94,037 14 |
| Juneau | 14,739 56 | 26,988 36 | ..... | 6,204 06 | 6,540 78 | 9,748 26 | 64,221 02 |
| Kenosha | 4,279 79 | 15,091 85 | ..... | 3,533 85 | 3,129 44 | 1,020 38 | 27,055 31 |
| Kewaunee | 5,433 37 | 14,834 62 | 30 36 | 8,571 96 | 7,467 40 | 4,528 95 | 40,866 66 |
| La Crosse | 6,695 84 | 14,427 06 | ..... | 4,480 61 | 4,845 63 | 2,282 72 | 32,731 89 |
| Lafayette | 12,379 33 | 40,997 37 | 12 35 | 6,539 92 | 7,260 53 | 6,158 92 | 73,348 42 |
| Langdale | 7,102 49 | 14,835 50 | 1,060 00 | 2,408 16 | 2,490 85 | 1,642 91 | 29,539 91 |
| Lincoln | 2,549 08 | 2,383 00 | 11,700 00 | 3,100 00 | 1,916 32 | 1,189 71 | 22,838 11 |
| Manitowoc | 18,034 58 | 57,881 17 | ..... | 14,507 23 | 15,674 53 | 8,055 57 | 114,103 08 |
| Marathon | 20,645 88 | 30,454 14 | 1,874 57 | 10,305 57 | 9,443 85 | 3,278 82 | 76,002 83 |
| Marinette | 12,575 21 | 18,529 20 | 7,550 00 | 4,343 01 | 4,909 46 | 8,511 07 | 56,417 95 |
| Marquette | 3,905 07 | 8,681 02 | ..... | 4,477 19 | 4,011 38 | 1,256 34 | 22,331 00 |
| Milwaukee | 33,275 13 | 68,164 88 | ..... | 16,209 15 | 12,545 55 | 11,624 99 | 141,819 70 |
| Monroe | 12,516 92 | 42,715 52 | ..... | 8,603 89 | 10,074 83 | 5,867 82 | 79,778 98 |
| Oconto | 10,506 42 | 11,346 25 | 2,156 52 | 4,806 84 | 5,374 30 | 3,936 02 | 38,126 35 |
| Oneida | 8,667 38 | ..... | 25,009 14 | ..... | 2,016 68 | 3,604 90 | 39,328 10 |
| Outagamie | 14,499 57 | 18,601 19 | ..... | 11,424 44 | 9,080 48 | 11,658 63 | 65,264 31 |
| Ozaukee | 7,656 20 | 18,016 64 | 1,435 99 | 6,165 00 | 6,587 47 | 2,911 38 | 42,772 68 |
| Pepin | 4,092 97 | 10,086 66 | 200 70 | 2,404 20 | 3,014 00 | 3,485 32 | 23,233 85 |
| Pierce | 16,366 86 | 31,731 46 | 3,129 00 | 8,152 88 | 8,641 24 | 5,788 58 | 73,810 02 |
| Polk | 14,901 97 | 23,533 15 | 83 17 | 5,947 43 | 6,520 82 | 9,390 74 | 60,377 28 |
| Portage | 20,206 31 | 13,102 08 | 46 60 | 6,867 03 | 7,789 47 | 2,520 05 | 50,531 54 |
| Price | 10,433 08 | 20,963 65 | 7,492 50 | 1,222 07 | 2,708 83 | 4,063 71 | 46,883 84 |
| Racine | 6,098 24 | 25,398 30 | 75 98 | 6,506 12 | 5,196 24 | 5,599 42 | 48,874 30 |
| Richland | 8,597 96 | 22,383 27 | 587 97 | 9,314 57 | 7,284 91 | 4,269 17 | 52,437 85 |
| Rock | 19,086 15 | 54,345 32 | ..... | 8,262 95 | 7,661 38 | 8,467 07 | 97,822 87 |
| St. Croix | 14,364 79 | 35,646 83 | ..... | 7,558 83 | 7,923 59 | 5,713 85 | 71,207 89 |
| Sauk | 9,670 92 | 33,980 12 | ..... | 8,319 68 | 9,275 02 | 4,870 28 | 66,116 02 |
| Sawyer | ..... | ..... | 25,000 00 | 823 00 | 1,113 31 | ..... | 26,936 31 |
| Shawano | 21,389 84 | 18,425 41 | 475 00 | 8,974 03 | 9,901 65 | 4,864 67 | 64,030 60 |
| Sheboygan | 10,099 45 | 30,387 81 | ..... | 8,503 30 | 10,269 79 | 3,474 40 | 62,734 75 |

FINANCIAL RECEIPTS, 1898-99.— Continued.

| COUNTIES — Exclusive of cities under city superintendents. | From money on hand June 30, 1898. | From taxes levied at district school meeting. | From taxes levied at annual town meeting. | From taxes levied by county board of supervisors. | From state school fund income. | From all other sources. | Total amount received during the year. |
|---|---|---|---|---|---|---|---|
| Taylor | $13,293 44 | $21,033 23 | $1,940 00 | $3,225 83 | $3,887 64 | $3,832 30 | $50,212 44 |
| Trempealeau | 12,001 20 | 20,591 95 | ..... | 8,083 56 | 8,884 05 | 2,696 07 | 52,256 83 |
| Vernon | 10,483 32 | 28,734 58 | ..... | 9,477 30 | 10,133 93 | 3,918 33 | 62,747 46 |
| Vilas | 1,316 94 | ..... | 13,662 50 | 1,000 00 | 1,180 22 | 569 03 | 17,728 69 |
| Walworth | 17,023 44 | 63,139 53 | 11 42 | 6,082 49 | 7,709 69 | 7,997 82 | 101,964 39 |
| Washburn | 4,387 67 | 1,775 70 | 16,865 11 | 1,850 00 | 2,269 48 | 4,407 05 | 31,555 01 |
| Washington | 6,441 01 | 22,967 40 | 394 20 | 8,548 21 | 9,136 45 | 7,571 00 | 55,058 30 |
| Waukesha | 15,231 91 | 62,012 32 | ..... | 9,991 57 | 11,580 47 | 5,861 69 | 104,677 96 |
| Waupaca | 12,674 07 | 24,890 14 | 86 32 | 8,629 56 | 9,404 51 | 5,139 00 | 60,823 60 |
| Waushara | 8,800 27 | 15,322 05 | ..... | 4,982 88 | 5,599 49 | 521 91 | 35,226 60 |
| Winnebago | 8,528 26 | 17,085 05 | ..... | 6,975 35 | 5,922 33 | 3,317 01 | 41,828 00 |
| Wood | 19,128 74 | 32,744 22 | ..... | 7,326 89 | 9,296 86 | 24,451 77 | 92,948 48 |

## FINANCIAL DISBURSEMENTS, 1898-99.

| COUNTIES — Exclusive of cities under city superintendents. | For building and repairing. | For apparatus | For services of male teachers. | For services of female teachers. | For old indebtedness. | For school furniture. | For all other purposes. | Total amount paid out during year. | Money on hand June 30, 1899. |
|---|---|---|---|---|---|---|---|---|---|
| Totals.. | $297,097 38 | $52,762 53 | $641,971 30 | $1,505,748 49 | $167,931 67 | $46,032 54 | $522,750 38 | $3,234,294 29 | $766,312 49 |
| Adams..... | $1,832 01 | $543 34 | $1,804 74 | $10,123 19 | $507 70 | $575 62 | $1,694 12 | $17,080 72 | $2,592 14 |
| Ashland ... | 3,290 67 | 365 01 | 4,868 52 | 8,840 93 | 1,758 03 | 555 83 | 5,197 41 | 24,876 40 | 9,978 12 |
| Barron..... | 5,304 43 | 764 44 | 9,276 98 | 21,106 00 | 1,146 85 | 1,003 72 | 8,404 46 | 47,006 88 | 14,756 04 |
| Bayfield.... | 6,406 82 | 989 01 | 5,675 65 | 22,724 55 | ..... | 548 70 | 11,567 58 | 47,912 31 | 13,778 06 |
| Brown ..... | 3,930 63 | 657 17 | 8,151 50 | 17,591 45 | 566 00 | 499 56 | 5,249 07 | 36,645 38 | 8,461 20 |
| Buffalo .... | 5,993 84 | 660 53 | 11,204 45 | 15,432 00 | 1,868 32 | 629 43 | 4,035 95 | 39,874 52 | 8,919 34 |
| Burnett .... | 1,401 97 | 85 35 | 1,755 50 | 6,111 80 | 1,059 92 | 283 82 | 2,491 57 | 13,189 93 | 3,946 08 |
| Calumet ... | 1,608 47 | 340 75 | 7,892 50 | 13,836 75 | 1,501 74 | 685 60 | 3,834 70 | 29,700 51 | 8,508 31 |
| Chippewa .. | 15,153 19 | 1,842 34 | 7,558 00 | 34,078 58 | 1,387 46 | 1,324 53 | 11,749 31 | 73,093 41 | 23,233 76 |
| Clark ..... | 3,826 99 | 1,513 77 | 12,683 50 | 29,781 58 | 1,834 32 | 792 63 | 10,209 47 | 60,642 26 | 24,322 77 |
| Columbia .. | 15,918 83 | 880 65 | 12,113 00 | 29,493 77 | 2,732 47 | 692 09 | 11,630 17 | 73,460 98 | 8,967 47 |
| Crawford .. | 1,658 81 | 241 13 | 5,145 38 | 15,167 44 | 966 23 | 409 95 | 2,731 11 | 26,320 05 | 4,448 73 |
| Dane ..... | 3,389 19 | 1,306 45 | 19,295 55 | 59,036 92 | 3,113 67 | 983 68 | 16,397 68 | 103,523 14 | 19,977 44 |
| Dodge ..... | 7,878 12 | 862 57 | 25,903 31 | 38,578 08 | 5,166 67 | 486 83 | 19,936 55 | 98,812 13 | 14,139 94 |
| Door..... | 2,637 02 | 409 88 | 8,433 50 | 9,551 50 | 667 03 | 469 08 | 3,384 94 | 25,552 95 | 7,372 78 |
| Douglas.... | 4,662 42 | 420 24 | 1,090 00 | 13,670 00 | 3,163 80 | 104 31 | 8,497 42 | 31,608 19 | 9,523 27 |
| Dunn ..... | 2,989 78 | 1,336 90 | 10,147 07 | 20,889 50 | 1,083 35 | 570 57 | 5,296 88 | 42,314 05 | 8,091 51 |
| Eau Claire. | 2,459 93 | 799 95 | 5,568 75 | 18,294 48 | 1,073 19 | 467 80 | 6,497 52 | 35,161 62 | 9,191 65 |
| Florence ... | 2,100 91 | 255 66 | 2,026 50 | 5,923 42 | 598 50 | 270 88 | 4,829 79 | 16,005 66 | 8,482 45 |
| Fond du Lac | 6,681 84 | 591 67 | 11,304 50 | 35,652 87 | 2,606 00 | 898 91 | 9,463 52 | 67,199 31 | 14,162 36 |
| Forest ..... | 2,058 66 | 109 59 | 1,035 00 | 2,310 00 | ..... | 206 60 | 880 19 | 6,600 04 | 1,248 38 |
| Grant..... | 6,796 78 | 1,131 65 | 16,140 96 | 54,921 25 | 5,490 52 | 2,087 77 | 17,893 09 | 104,462 02 | 16,319 72 |

FINANCIAL DISBURSEMENTS, 1898-99.— Continued.

| COUNTIES— Exclusive of cities under city superintendents. | For building and repairing. | For apparatus | For services of male teachers. | For services of female teachers. | For old indebtedness. | For school furniture. | For all other purposes. | Total amount paid out during year. | Money on hand June 30, 1899. |
|---|---|---|---|---|---|---|---|---|---|
| Green | $2,335 63 | $740 65 | $9,020 71 | $22,761 53 | $4,527 52 | $700 05 | $5,614 05 | $45,700 14 | $9,380 17 |
| Green Lake | 3,337 27 | 401 52 | 5,151 00 | 12,240 90 | 2,583 04 | 433 62 | 2,867 24 | 27,014 59 | 5,140 73 |
| Iowa | 2,707 00 | 401 04 | 9,828 50 | 25,092 25 | 2,610 79 | 515 61 | 6,841 18 | 47,996 37 | 4,080 50 |
| Iron | 2,119 69 | 577 32 | 4,080 00 | 11,620 00 | 630 00 | 301 79 | 3,721 31 | 23,050 02 | 11,008 79 |
| Jackson | 2,265 83 | 911 92 | 7,932 00 | 21,098 50 | 1,361 32 | 481 51 | 7,775 97 | 41,827 05 | 11,283 12 |
| Jefferson | 8,940 80 | 699 83 | 13,512 30 | 37,690 02 | 4,910 93 | 1,138 90 | 13,852 19 | 80,744 97 | 13,292 17 |
| Juneau | 4,814 96 | 1,058 08 | 9,923 70 | 25,528 03 | 3,147 75 | 629 96 | 10,622 83 | 55,725 31 | 8,495 71 |
| Kenosha | 1,497 99 | 127 39 | 4,317 00 | 13,723 87 | 639 26 | 410 17 | 2,426 76 | 23,142 44 | 3,912 87 |
| Kewaunee | 3,104 70 | 385 34 | 12,397 02 | 10,584 50 | 692 93 | 688 38 | 5,969 22 | 33,822 09 | 7,044 57 |
| La Crosse | 2,164 02 | 1,082 99 | 3,215 75 | 13,818 25 | 1,372 76 | 237 18 | 2,951 55 | 24,872 50 | 7,859 39 |
| Lafayette | 7,198 13 | 1,213 10 | 12,682 80 | 30,334 34 | 2,525 30 | 1,201 69 | 10,639 21 | 65,794 57 | 7,553 85 |
| Langlade | 2,588 04 | 384 08 | 3,452 75 | 11,740 25 | 424 02 | 644 98 | 2,913 60 | 22,147 72 | 7,392 19 |
| Lincoln | 2,235 39 | 166 04 | 3,170 00 | 9,888 50 | 88 28 | 290 28 | 4,057 53 | 19,896 02 | 2,942 09 |
| Manitowoc | 12,491 99 | 1,197 74 | 32,675 45 | 30,736 50 | 8,202 24 | 1,121 39 | 14,041 41 | 100,466 72 | 13,636 36 |
| Marathon | 4,358 38 | 1,205 77 | 14,713 00 | 26,858 67 | 1,248 60 | 1,107 17 | 6,727 59 | 56,219 18 | 19,783 65 |
| Marinette | 5,197 21 | 766 38 | 5,142 00 | 17,273 25 | 2,521 81 | 1,023 40 | 10,079 02 | 42,003 07 | 14,414 88 |
| Marquette | 2,108 04 | 83 79 | 5,039 00 | 8,255 00 | 441 92 | 269 80 | 2,092 69 | 18,290 24 | 1,040 76 |
| Milwaukee | 6,943 16 | 1,630 15 | 27,165 00 | 42,557 47 | 10,646 57 | 1,200 09 | 16,962 77 | 107,105 21 | 34,714 49 |
| Monroe | 4,428 03 | 1,209 22 | 12,541 55 | 31,571 75 | 6,700 27 | 1,016 18 | 10,032 44 | 67,499 44 | 12,279 54 |
| Oconto | 5,009 88 | 826 59 | 6,452 16 | 12,734 81 | 810 84 | 629 84 | 3,570 17 | 30,034 29 | 8,092 06 |
| Oneida | 3,025 70 | 363 20 | 4,297 00 | 14,519 00 | ..... | 286 90 | 7,748 38 | 30,240 18 | 9,087 92 |
| Outagamie | 4,653 75 | 1,477 86 | 7,958 00 | 21,850 30 | 2,830 07 | 689 81 | 5,651 33 | 45,111 12 | 20,153 19 |
| Ozaukee | 821 19 | 431 18 | 16,182 75 | 9,605 50 | 3,887 73 | 119 40 | 6,207 96 | 37,255 71 | 5,516 97 |
| Pepin | 2,792 33 | 411 24 | 3,828 50 | 8,792 75 | 2 43 | 232 47 | 4,217 21 | 20,276 84 | 3,007 01 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Pierce..... | 8,145 | 82 | 1,860 | 21 | 13,385 | 95 | 24,360 | 96 | 2,162 | 20 | 451 | 57 |
| Polk ..... | 9,238 | 50 | 1,000 | 19 | 5,608 | 20 | 21,574 | 90 | 406 | 55 | 854 | 93 |
| Portage .... | 3,746 | 28 | 475 | 20 | 6,109 | 25 | 16,054 | 11 | 1,058 | 36 | 570 | 63 |
| Price..... | 3,724 | 74 | 1,702 | 77 | 3,515 | 00 | 16,779 | 80 | 829 | 05 | 690 | 16 |
| Racine ..... | 1,300 | 60 | 164 | 22 | 6,776 | 00 | 19,815 | 78 | 4,962 | 13 | 274 | 15 |
| Richland ... | 1,767 | 33 | 860 | 70 | 10,045 | 42 | 21,029 | 71 | 2,136 | 08 | 718 | 10 |
| Rock..... | 6,995 | 77 | 899 | 86 | 10,689 | 64 | 45,576 | 59 | 1,891 | 77 | 423 | 53 |
| St. Croix... | 3,689 | 56 | 995 | 69 | 13,120 | 00 | 29,325 | 10 | 1,972 | 86 | 766 | 35 |
| Sauk..... | 2,797 | 48 | 565 | 98 | 9,383 | 50 | 33,516 | 11 | 2,597 | 10 | 832 | 06 |
| Sawyer..... | 252 | 91 | ..... | | 1,800 | 00 | 8,934 | 16 | 11,035 | 75 | ..... | |
| Shawano ... | 3,924 | 30 | 1,388 | 24 | 9,201 | 42 | 20,119 | 85 | 2,765 | 51 | 1,006 | 40 |
| Sheboygan . | 3,166 | 01 | 442 | 42 | 16,527 | 00 | 22,147 | 87 | 3,359 | 56 | 672 | 97 |
| Taylor ..... | 5,284 | 85 | 1,174 | 40 | 7,002 | 60 | 15,614 | 00 | 1,184 | 69 | 1,105 | 23 |
| Trempeal'au | 3,201 | 02 | 693 | 43 | 9,654 | 55 | 19,388 | 92 | 1,597 | 29 | 427 | 09 |
| Vernon..... | 2,011 | 29 | 878 | 81 | 10,815 | 82 | 28,001 | 30 | 2,584 | 97 | 1,961 | 98 |
| Vilas..... | 1,075 | 54 | 120 | 00 | 3,430 | 50 | 6,075 | 25 | 177 | 47 | 831 | 38 |
| Walworth .. | 4,331 | 75 | 697 | 69 | 14,237 | 80 | 45,356 | 04 | 6,348 | 18 | 621 | 89 |
| Washburn . | 4,010 | 89 | 562 | 07 | 3,744 | 00 | 10,126 | 37 | 2,750 | 03 | 265 | 04 |
| Washingt'n. | 1,313 | 31 | 345 | 48 | 15,860 | 25 | 19,218 | 26 | 5,289 | 39 | 671 | 64 |
| Waukesha . | 6,251 | 52 | 921 | 58 | 17,971 | 82 | 43,403 | 00 | 5,433 | 59 | 487 | 68 |
| Waupaca... | 4,027 | 86 | 1,364 | 55 | 11,237 | 50 | 23,717 | 75 | 1,818 | 49 | 484 | 17 |
| Waushara.. | 1,764 | 81 | 679 | 80 | 3,802 | 50 | 17,585 | 87 | 830 | 45 | 454 | 18 |
| Winnebago. | 2,145 | 60 | 283 | 92 | 6,026 | 70 | 17,973 | 50 | 672 | 97 | 464 | 54 |
| Wood ..... | 7,809 | 31 | 824 | 85 | 8,243 | 08 | 26,031 | 29 | 2,969 | 17 | 1,078 | 39 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Pierce..... | 9,825 | 25 | 60,191 | 96 | 13,618 | 06 | | |
| Polk ..... | 7,312 | 45 | 45,995 | 72 | 14,381 | 56 | | |
| Portage .... | 4,165 | 42 | 32,179 | 25 | 18,352 | 29 | | |
| Price..... | 8,081 | 64 | 35,323 | 16 | 11,560 | 68 | | |
| Racine ..... | 8,851 | 63 | 42,144 | 51 | 6,729 | 79 | | |
| Richland ... | 6,756 | 83 | 43,314 | 17 | 9,123 | 68 | | |
| Rock..... | 13,984 | 22 | 80,461 | 38 | 17,361 | 49 | | |
| St. Croix... | 9,558 | 78 | 59,428 | 34 | 11,779 | 55 | | |
| Sauk..... | 6,256 | 44 | 55,948 | 67 | 10,167 | 35 | | |
| Sawyer..... | 4,883 | 00 | 26,935 | 82 | | 49 | | |
| Shawano ... | 6,596 | 75 | 45,002 | 47 | 19,028 | 13 | | |
| Sheboygan . | 8,117 | 86 | 54,433 | 69 | 8,301 | 06 | | |
| Taylor ..... | 5,164 | 17 | 36,529 | 94 | 13,682 | 50 | | |
| Trempeal'au | 7,420 | 66 | 42,382 | 96 | 9,873 | 87 | | |
| Vernon..... | 6,331 | 14 | 52,585 | 31 | 10,162 | 15 | | |
| Vilas..... | 3,857 | 64 | 15,567 | 78 | 2,160 | 91 | | |
| Walworth .. | 13,510 | 42 | 85,103 | 77 | 16,860 | 62 | | |
| Washburn . | 4,301 | 69 | 25,760 | 09 | 5,794 | 92 | | |
| Washingt'n. | 5,946 | 26 | 48,644 | 59 | 6,413 | 71 | | |
| Waukesha . | 14,123 | 93 | 88,593 | 12 | 16,084 | 84 | | |
| Waupaca... | 7,409 | 56 | 50,059 | 88 | 10,763 | 72 | | |
| Waushara.. | 3,246 | 60 | 28,364 | 21 | 6,862 | 39 | | |
| Winnebago. | 5,400 | 18 | 32,967 | 41 | 8,860 | 59 | | |
| Wood ..... | 12,141 | 75 | 59,097 | 84 | 33,850 | 64 | | |

## CITIES UNDER CITY SUPERINTENDENTS, 1898-99.

| CITIES. | CHILDREN RESIDING IN CITY. | | | | ENROLLMENT IN SCHOOLS. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *Number between 4 and 20.* | | | Number between 7 and 13. | *Number between 4 and 20 who have attended public schools.* | | | Under 4. | Over 20. | Total number enrolled. | *No. between 7 and 13 who attended* | | Average attendance of all pupils. |
| | Male. | Female. | Total. | | Male. | Female. | Total. | | | | Public school 12 weeks or more. | Private school 12 weeks or more. | |
| Totals..... | 120,345 | 122,919 | 243,264 | 103,678 | 61,633 | 62,037 | 123,670 | 10 | 88 | 124,447 | 68,027 | 31,253 | 94,425 |
| Antigo..... | 1,052 | 943 | 1,995 | 931 | 1,052 | 943 | 1,995 | ..... | ..... | 1,995 | 765 | 144 | 895 |
| Appleton..... | 2,554 | 2,675 | 5,229 | 1,997 | 1,309 | 1,294 | 2,603 | ..... | 2 | 2,605 | 1,129 | 867 | 1,954 |
| Ashland..... | 1,872 | 1,917 | 3,789 | 1,710 | 965 | 1,020 | 1,985 | ..... | 1 | 1,986 | 1,105 | 464 | 1,557 |
| Baraboo..... | 717 | 726 | 1,443 | 770 | 719 | 780 | 1,499 | ..... | ..... | 1,499 | 732 | ..... | 1,300 |
| Beaver Dam.. | 941 | 907 | 1,848 | 993 | 488 | 498 | 986 | 4 | 1 | 991 | 561 | 328 | 721 |
| Beloit..... | 1,652 | 1,504 | 3,156 | 2,515 | 979 | 1,074 | 2,053 | ..... | ..... | 2,053 | 1,025 | 29 | 1,561 |
| Berlin..... | 737 | 793 | 1,530 | 690 | 431 | 437 | 868 | 1 | 1 | 870 | 464 | 212 | 639 |
| Brodhead .... | 223 | 198 | 421 | 198 | 195 | 195 | 390 | ..... | 3 | 393 | 198 | ..... | 325 |
| Chip'ewa F'lls | 1,502 | 1,617 | 3,119 | 1,444 | 667 | 728 | 1,395 | ..... | ..... | 1,395 | 851 | 534 | 1,133 |
| Columbus .... | 299 | 347 | 646 | 238 | 222 | 275 | 497 | ..... | 6 | 503 | 217 | 19 | 350 |
| De Pere..... | 459 | 509 | 968 | 395 | 124 | 143 | 267 | ..... | ..... | 267 | 166 | 220 | 210 |
| Eau Claire ... | 3,279 | 3,366 | 6,645 | 2,604 | 2,100 | 2,063 | 4,163 | ..... | 14 | 4,177 | 2,306 | 342 | 3,532 |
| Fond du Lac.. | 2,400 | 2,670 | 5,070 | 2,683 | 1,292 | 1,327 | 2,619 | ..... | ..... | 2,619 | 1,164 | 487 | 1,958 |
| Grand Rapids. | 399 | 435 | 834 | 490 | 267 | 247 | 514 | ..... | ..... | 514 | 319 | 108 | 400 |
| Green Bay ... | 3,065 | 3,221 | 6,286 | 2,813 | 1,921 | 1,973 | 3,894 | ..... | ..... | 3,894 | 2,293 | 482 | 2,825 |

*Statistical Tables.*

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Hudson | 547 | 590 | 1,137 | 474 | 424 | 418 | 842 | | 1 | 843 | 467 | 3 | 732 |
| Janesville | 2,124 | 2,159 | 4,283 | ,334 | 1,212 | 1,325 | 2,537 | | 7 | 2,544 | 1,298 | 190 | 1,849 |
| Kaukauna | 957 | 946 | 1,903 | 1,045 | 427 | 392 | 819 | | | 819 | 615 | 430 | 660 |
| Kenosha | 1,933 | 1,974 | 3,907 | 1,713 | 720 | 758 | 1,478 | | 5 | 1,483 | 928 | 755 | 1,109 |
| La Crosse | 4,922 | 5,211 | 10,133 | 4,599 | 2,711 | 2,813 | 5,524 | | 9 | 5,533 | 3,378 | 1,053 | 4,362 |
| Madison | 2,653 | 2,735 | 5,388 | 2,289 | 1,481 | 1,408 | 2,889 | | 4 | 2,893 | 1,644 | 572 | 2,376 |
| Marinette | 2,817 | 2,696 | 5,513 | 2,683 | 1,843 | 1,766 | 3,609 | | 1 | 3,610 | 2,267 | 416 | 2,683 |
| Menasha | 1,173 | 1,1 8 | 2,311 | 959 | 361 | 407 | 768 | | | 763 | 290 | 684 | 530 |
| Menomonie | 1,130 | 1,156 | 2,286 | 1,026 | 831 | 841 | 1,672 | | 5 | 1,677 | 892 | 172 | 1,026 |
| Merrill | 1,533 | 1,621 | 3,154 | 1,215 | 884 | 919 | 1,803 | | 1 | 1,804 | 897 | 445 | 1,149 |
| Milwaukee | 47,817 | 48,487 | 96,304 | 37,380 | 20,727 | 20,089 | 40,816 | | 9 | 40,825 | 20,885 | 15,261 | 30,796 |
| Mineral Point | 566 | 536 | 1 102 | 516 | | | | | | 679 | 469 | 30 | 490 |
| Monroe | 571 | 618 | 189 | 409 | 581 | 621 | 1,202 | | | 1,202 | 400 | | 851 |
| Neenah | 1,086 | 1,151 | 2 237 | 1,014 | 672 | 671 | 1,343 | | 2 | 1,345 | 909 | 73 | 1,038 |
| New London | 369 | 379 | 748 | 307 | 198 | 193 | 391 | | | 391 | 140 | 165 | 237 |
| Oconto | 1,139 | 1,165 | 2,304 | 1,309 | 503 | 484 | 987 | | 1 | 988 | 800 | 459 | 800 |
| Onalaska | 278 | 304 | 582 | 254 | 228 | 255 | 483 | | | 483 | 252 | | 368 |
| Oshkosh | 4,350 | 4,601 | 8,951 | 3,610 | 2,153 | 2,438 | 4,591 | | 4 | 4,595 | 2,237 | 1,316 | 3,329 |
| Portage | 905 | 981 | 1,886 | 735 | | | | | | | 503 | 335 | 743 |
| Pra. du Chien | 496 | 550 | 1,046 | 412 | 267 | 295 | 562 | | | 562 | 293 | 233 | 427 |
| Racine | 4,530 | 4,534 | 9,064 | 4,010 | 2,417 | 2,546 | 4,963 | 1 | 2 | 4,966 | 3,005 | 958 | 4,223 |
| Reedsburg | 375 | 342 | 717 | 264 | 298 | 282 | 580 | | | 580 | 248 | 39 | 488 |
| Rice Lake | 510 | 570 | 1,080 | 493 | 388 | 453 | 841 | 3 | | 844 | 444 | 76 | 540 |
| Ripon | 548 | 566 | 1,114 | 440 | 410 | 388 | 798 | | 2 | 800 | 427 | 2 | 587 |
| Sheboygan | 4,230 | 4,181 | 8,411 | 3,711 | 1,990 | 2,016 | 4,006 | | | 4,006 | 2,312 | 1,278 | 3,007 |
| Stanley | 254 | 225 | 479 | 257 | 226 | 204 | 430 | | 1 | 431 | 233 | | 303 |
| Stevens Point | 1,978 | 2,000 | 3,978 | 1,620 | 870 | 805 | 1,675 | | | 1,675 | 980 | 640 | 1,340 |
| Sturgeon Bay | 519 | 622 | 1,141 | 642 | 375 | 376 | 751 | | 1 | 752 | 393 | 140 | 510 |
| Superior | 3,427 | 3,590 | 7,017 | 3,434 | 2,830 | 2,871 | 5,701 | 1 | 2 | 5,704 | 3,291 | 394 | 3,901 |
| Tomahawk | 383 | 402 | 785 | 492 | 312 | 343 | 655 | | | 655 | 362 | | 449 |
| Watertown | 1,972 | 1,901 | 3,873 | 1,794 | 565 | 632 | 1,197 | | | 1,197 | 1,306 | 488 | 961 |
| Waupaca | 376 | 372 | 748 | 480 | 404 | 359 | 763 | | | 763 | 480 | | 607 |
| Wausau | 2,238 | 2,244 | 4,482 | 1,854 | 1,300 | 1,335 | 2,635 | | | 2,635 | 1,363 | 355 | 1,997 |
| Whitewater | 488 | 544 | 1,032 | 433 | 294 | 337 | 631 | | 3 | 634 | 324 | 55 | 497 |

## CITIES UNDER CITY SUPERINTENDENTS, 1898-99.

| CITIES. | TEACHERS EMPLOYED. | | | TEACHERS' SALARIES. | | CERTIFICATES GRANTED BY CITY SUPERINTENDENTS. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | *1st grade.* | | *2d grade.* | | *3d grade.* | | |
| | Male. | Female. | Total. | Average to males. | Average to females. | To males. | To females. | To males. | To females. | To males. | To females. | Total. |
| Totals and averages | 314 | 2,449 | 2,763 | $925 93 | $411 76 | 29 | 66 | 9 | 149 | 18 | 410 | 711 |
| Antigo | 3 | 21 | 24 | $670 00 | $342 50 | ..... | ..... | ..... | 2 | ..... | 15 | 17 |
| Appleton | 12 | 64 | 76 | 953 33 | 423 50 | ..... | 7 | ..... | 10 | ..... | 7 | 24 |
| Ashland | 3 | 40 | 43 | 779 66 | 439 40 | 1 | ..... | ..... | 6 | ..... | 4 | 11 |
| Baraboo | 2 | 33 | 35 | 1,165 00 | 437 36 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Beaver Dam | 1 | 20 | 21 | 1,662 50 | 389 50 | 1 | ..... | 6 | ..... | 14 | ..... | 21 |
| Beloit | 4 | 46 | 50 | 950 00 | 420 00 | ..... | ..... | ..... | 6 | ..... | ..... | 6 |
| Berlin | 2 | 19 | 21 | 1,035 00 | 420 00 | 9 | 3 | ..... | ..... | ..... | 2 | 14 |
| Brodhead | 2 | 11 | 13 | 750 00 | 343 54 | 1 | ..... | ..... | 2 | ..... | 7 | 10 |
| Chippewa Falls | 6 | 31 | 37 | 680 83 | 483 00 | ..... | 4 | 1 | 10 | ..... | 3 | 18 |
| Columbus | 1 | 11 | 12 | 1,400 00 | 412 00 | ..... | ..... | ..... | 1 | ..... | ..... | 1 |
| De Pere | 3 | 6 | 9 | 495 00 | 464 16 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Eau Claire | 12 | 84 | 96 | 873 75 | 433 63 | ..... | 4 | 1 | 13 | ..... | 33 | 51 |
| Fond du Lac | 5 | 53 | 58 | 664 00 | 434 10 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Grand Rapids | 5 | 8 | 13 | 650 00 | 394 00 | ..... | ..... | ..... | ..... | 1 | 4 | 5 |
| Green Bay | 7 | 70 | 77 | 960 00 | 451 57 | 1 | ..... | ..... | 3 | ..... | ..... | 4 |
| Hudson | 1 | 16 | 17 | 1,350 00 | 402 75 | ..... | ..... | ..... | ..... | ..... | ..... | 11 |
| Janesville | 6 | 49 | 55 | 735 00 | 384 00 | 1 | 5 | ..... | ..... | ..... | 5 | 11 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Kaukauna** | 5 | 17 | 22 | 751 00 | 386 00 | ..... | 4 | ..... | 7 | ..... | ..... | 11 |
| **Kenosha** | 4 | 30 | 34 | 875 25 | 475 66 | ..... | ..... | ..... | 3 | ..... | 6 | 9 |
| **La Crosse** | 10 | 113 | 123 | 1,289 87 | 466 49 | 10 | 10 | ..... | ..... | ..... | 112 | 132 |
| **Madison** | 3 | 59 | 62 | 985 00 | 491 03 | ..... | ..... | ..... | 11 | ..... | 6 | 17 |
| **Marinette** | 8 | 54 | 62 | 756 25 | 464 36 | 1 | ..... | ..... | 6 | ..... | 7 | 14 |
| **Menasha** | 3 | 17 | 20 | 633 33 | 343 00 | ..... | ..... | ..... | ..... | ..... | 15 | 15 |
| **Menomonie** | 5 | 38 | 43 | 955 00 | 401 00 | ..... | 2 | ..... | 3 | ..... | 13 | 18 |
| **Merrill** | 4 | 30 | 34 | 506 25 | 367 55 | ..... | ..... | ..... | 2 | ..... | 13 | 15 |
| **Milwaukee** | 92 | 767 | 859 | 1,230 81 | 631 25 | ..... | ..... | ..... | ..... | ..... | ..... | 19 |
| **Mineral Point** | 4 | 12 | 16 | 888 50 | 311 00 | ..... | 2 | ..... | ..... | ..... | 4 | 6 |
| **Monroe** | 1 | 23 | 24 | 1,750 00 | 357 21 | ..... | 8 | ..... | 2 | ..... | ..... | 10 |
| **Neenah** | 1 | 29 | 30 | 1,300 00 | 385 00 | ..... | ..... | ..... | 2 | ..... | 22 | 24 |
| **New London** | 4 | 6 | 10 | 660 00 | 337 50 | ..... | ..... | ..... | ..... | 1 | 2 | 3 |
| **Oconto** | 7 | 14 | 21 | 615 00 | 395 85 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| **Onalaska** | 1 | 9 | 10 | 950 00 | 335 00 | ..... | 1 | ..... | ..... | ..... | 3 | 4 |
| **Oshkosh** | 17 | 117 | 134 | 859 70 | 396 15 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| **Portage** | 1 | 20 | 21 | 1,600 00 | 416 25 | ..... | 1 | ..... | 4 | ..... | 12 | 17 |
| **Prairie du Chien** | 3 | 9 | 12 | 633 33 | 322 22 | ..... | ..... | ..... | 1 | ..... | 5 | 6 |
| **Racine** | 13 | 93 | 106 | 1,060 77 | 421 23 | ..... | ..... | ..... | ..... | ..... | 19 | 19 |
| **Reedsburg** | 1 | 10 | 11 | 1,100 00 | 428 73 | ..... | ..... | ..... | ..... | ..... | 1 | 1 |
| **Rice Lake** | 2 | 14 | 16 | 780 00 | 379 28 | ..... | ..... | ..... | ..... | 1 | 9 | 10 |
| **Ripon** | 2 | 17 | 19 | 950 00 | 410 00 | ..... | ..... | ..... | 4 | ..... | 12 | 16 |
| **Sheboygan** | 12 | 83 | 95 | 716 70 | 422 00 | ..... | ..... | ..... | 2 | ..... | 33 | 35 |
| **Stanley** | 1 | 7 | 8 | 900 00 | 372 42 | ..... | ..... | ..... | 4 | ..... | ..... | 4 |
| **Stevens Point** | 5 | 45 | 50 | 804 00 | 428 50 | 2 | 5 | ..... | 26 | ..... | ..... | 33 |
| **Sturgeon Bay** | 4 | 12 | 16 | 587 50 | 392 50 | 1 | ..... | ..... | 4 | ..... | 2 | 7 |
| **Superior** | 11 | 126 | 137 | 762 47 | 457 28 | ..... | ..... | ..... | ..... | ..... | 11 | 11 |
| **Tomahawk** | 2 | 11 | 13 | 702 50 | 384 54 | ..... | 1 | 1 | 1 | 1 | 4 | 8 |
| **Watertown** | 3 | 25 | 28 | 1,050 00 | 424 00 | ..... | 2 | ..... | 5 | ..... | 8 | 15 |
| **Waupaca** | 1 | 14 | 15 | 1,200 00 | 430 00 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| **Wausau** | 7 | 50 | 57 | 613 56 | 393 40 | ..... | 5 | ..... | 8 | ..... | 11 | 24 |
| **Whitewater** | 2 | 16 | 18 | 1,100 00 | 475 00 | 1 | 2 | ..... | 1 | ..... | ..... | 4 |

## CITIES UNDER CITY SUPERINTENDENTS – FINANCIAL RECEIPTS, 1898-99.

| Cities. | Amount on hand June 30, 1898. | From taxes for building and repairs. | From taxes for teachers' wages. | From general tax for school purposes. | From tax levied by county board. | From income of school fund. | From all other sources. | Total. |
|---|---|---|---|---|---|---|---|---|
| Totals | $604,690 04 | $73,653 57 | $17,361 99 | $1,455,370 50 | $222,477 10 | $258,663 22 | $161,080 18 | $2,793,296 60 |
| Antigo | $1,465 40 | ..... | ..... | $10,253 41 | $1,883 90 | $1,796 21 | $600 32 | $15,999 24 |
| Appleton | 7,056 59 | $2,000 00 | ..... | 50,755 00 | 6,500 00 | 5,492 41 | 1,781 05 | 73,585 05 |
| Ashland | 9,498 57 | 6,000 00 | ..... | 24,455 45 | 4,189 55 | 3,449 87 | 175 21 | 47,768 65 |
| Baraboo | 8,369 37 | ..... | ..... | 17,074 00 | 1,682 50 | 1,620 77 | 972 60 | 29,719 24 |
| Beaver Dam | 3,304 88 | 6,300 00 | ..... | 11,300 00 | 1,665 68 | 2,203 44 | 197 95 | 24,971 95 |
| Beloit | 3,003 59 | ..... | ..... | 22,656 00 | 2,519 82 | 3,393 26 | 1,110 91 | 32,683 58 |
| Berlin | 2,869 39 | ..... | ..... | 8,000 00 | 1,313 05 | 1,686 03 | 1,234 15 | 15,132 62 |
| Brodhead | ..... | ..... | ..... | 5,450 00 | 435 21 | 509 11 | 3,896 19 | 10,290 51 |
| Chippewa Falls | 7,906 85 | ..... | ..... | 15,000 00 | 2,700 00 | 3,474 39 | 287 10 | 29,368 34 |
| Columbus | 4,558 13 | ..... | ..... | 5,000 00 | 749 34 | 690 03 | 868 50 | 11,866 00 |
| De Pere | 8,431 96 | ..... | ..... | 5,705 31 | 873 12 | 1,250 92 | 31 50 | 16,292 81 |
| Eau Claire | ..... | ..... | ..... | 52,420 00 | 5,899 77 | 6,944 16 | 1,896 46 | 67,160 39 |
| Fond du Lac | 276 05 | ..... | ..... | 28,000 00 | 5,586 64 | 6,797 74 | 836 90 | 41,497 33 |
| Grand Rapids | ..... | ..... | ..... | 7,000 00 | 686 60 | 248 90 | 2,404 19 | 10,339 69 |
| Green Bay | 1,931 77 | ..... | ..... | 33,037 06 | 5,620 92 | 6,595 40 | 40,789 60 | 87,974 75 |
| Hudson | 2,317 48 | ..... | ..... | 6,910 34 | 946 18 | 1,169 30 | 641 16 | 11,984 46 |
| Janesville | 207 54 | 2,500 00 | ..... | 25,500 00 | 3,895 70 | 4,564 89 | 1,961 95 | 38,630 08 |
| Kaukauna | 30 74 | ..... | ..... | 14,306 11 | 4,414 39 | 2,463 40 | 528 89 | 21,743 53 |
| Kenosha | 15,363 30 | ..... | ..... | 27,379 00 | ..... | 3,890 91 | 2,378 46 | 49,011 67 |
| La Crosse | 34,737 40 | ..... | ..... | 65,000 00 | 9,270 68 | 10,951 68 | 2,544 59 | 122,504 35 |
| Madison | 3,365 03 | ..... | ..... | 36,967 52 | 4,526 00 | 5,638 98 | 4,853 19 | 55,350 72 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Marinette | 1,300 45 | ..... | ..... | 37,500 00 | 4,762 40 | 5,799 45 | 1,253 15 | 50,615 45 |
| Menasha | 6,299 33 | ..... | ..... | 5,500 00 | 2,479 38 | 2,259 44 | 259 60 | 16,797 75 |
| Menomonie | 9,082 74 | 2,500 00 | ..... | 15,400 00 | 2,086 35 | 2,572 89 | 1,795 79 | 33,437 77 |
| Merrill | ..... | ..... | ..... | 10,000 00 | 6,000 00 | 3,247 95 | 259 80 | 19,507 75 |
| Milwaukee | 326,613 42 | ..... | ..... | 470,000 00 | 90,006 00 | 100,174 98 | 10,483 84 | 997,272 24 |
| Mineral Point | 672 78 | ..... | ..... | 5,000 00 | 984 67 | 1,099 77 | 676 86 | 8,434 08 |
| Monroe | ..... | ..... | ..... | 16,166 64 | 1,051 61 | 1,360 51 | 6,866 03 | 25,444 79 |
| Neenah | 13,650 60 | ..... | ..... | 12,691 07 | 2,770 36 | 2,354 65 | 248 90 | 31,715 58 |
| New London | 1,497 29 | ..... | ..... | 7,870 05 | 617 02 | 248 00 | 21,887 49 | 32,119 85 |
| Oconto | 1,768 94 | ..... | $5,146 77 | 2,801 03 | 1,930 00 | 2,165 29 | 886 66 | 14,698 69 |
| Onalaska | 2,236 61 | ..... | ..... | 3,400 00 | 514 73 | 870 46 | 227 00 | 7,248 83 |
| Oshkosh | 1,346 56 | 18,271 57 | ..... | 59,095 00 | ..... | 11,263 23 | 606 87 | 90,583 23 |
| Portage | ..... | ..... | ..... | 10,000 00 | 2,109 42 | 1,925 66 | 471 08 | 14,506 16 |
| Prairie du Chien | 379 20 | ..... | ..... | 5,000 00 | 1,154 33 | 996 55 | 2,893 74 | 10,423 82 |
| Racine | 17,271 47 | ..... | ..... | 36,500 00 | 20,000 00 | 16,563 42 | 1,655 38 | 91,990 27 |
| Reedsburg | 3,219 51 | ... | ..... | 4,650 00 | 586 05 | 622 63 | 803 46 | 9,881 65 |
| Rice Lake | 1,240 99 | ..... | ..... | 6,350 88 | 989 58 | 1,000 20 | 326 40 | 9,908 05 |
| Ripon | 1,514 01 | ..... | ..... | 12,043 90 | 1,322 8 | 1,080 51 | 1,171 23 | 17,132 51 |
| Sheboygan | 25,256 24 | 25,570 00 | ..... | 64,257 09 | 7,286 72 | 9,085 92 | 684 37 | 132,140 34 |
| Stanley | 176 23 | 512 00 | 224 09 | 3,200 00 | 700 00 | 519 93 | 92 78 | 5,425 03 |
| Stevens Point | 4,992 87 | ..... | ..... | 21,000 00 | ..... | 248 90 | 8,038 00 | 34,279 77 |
| Sturgeon Bay | 1,211 31 | ..... | ..... | 6,500 00 | 1,021 23 | 1,387 18 | 47 68 | 10,167 40 |
| Superior | 52,268 42 | ..... | ..... | 110,000 00 | ..... | 7,154 91 | 17,324 95 | 186,748 28 |
| Tomahawk | 4,765 47 | ..... | ..... | 8,500 00 | ..... | 832 31 | 1,329 87 | 15,427 65 |
| Watertown | 11,551 97 | ..... | ..... | 12,535 02 | 3,377 28 | 4,050 31 | 6,672 26 | 38,186 84 |
| Waupaca | ..... | ..... | 11,991 13 | 885 80 | 744 38 | 250 00 | 1,196 83 | 15,068 14 |
| Wausau | ..... | 10,000 00 | ..... | 25,000 00 | 3,742 10 | 3,742 10 | 1,863 96 | 44,348 16 |
| Whitewater | 1,679 56 | ..... | ..... | 11,354 82 | 857 58 | 954 27 | 1,065 33 | 15,911 56 |

## CITIES UNDER CITY SUPERINTENDENTS — FINANCIAL DISBURSEMENTS, 1898-99.

| Cities. | For building and repairing. | For apparatus and library. | For wages of male teachers. | For wages of female teachers. | For old indebtedness. | For all other purposes. | Total. | Balance on hand June 30, 1899. | Deficit June 30, 1899. |
|---|---|---|---|---|---|---|---|---|---|
| Totals..... | $216,803 02 | $15,779 85 | $205,431 15 | $1,275,444 83 | $63,623 76 | $125,990 42 | $2,203,073 03 | $638,853 17 | $48,629 60 |
| Antigo..... | $504 00 | $84 18 | $2,010 00 | $7,606 25 | ..... | $5,306 83 | $15,511 26 | $487 98 | ..... |
| Appleton.. | 2,808 23 | 1,272 01 | 11,044 94 | 25,442 83 | $15,009 31 | 12,071 49 | 67,648 81 | 5,936 24 | ..... |
| Ashland .... | 6,358 22 | 396 41 | 2,339 00 | 17,136 76 | ..... | 13,190 64 | 39,421 03 | 8,347 62 | ..... |
| Baraboo..... | 503 40 | 335 42 | 2,330 00 | 14,433 00 | ..... | 4,344 01 | 21,945 83 | 7,773 41 | ..... |
| Beaver Dam. | 5,191 57 | 40 00 | 1,750 00 | 7,826 44 | 3,593 34 | 2,399 11 | 20,800 46 | 4,171 49 | ..... |
| Beloit..... | 864 61 | 100 00 | 3,700 00 | 17,004 69 | 2,343 11 | 7,075 23 | 31,087 64 | 1,595 94 | ..... |
| Berlin..... | 762 30 | 374 86 | 2,070 00 | 6,981 54 | ..... | 2,213 24 | 12,401 94 | 2,730 68 | ..... |
| Brodhead ... | 771 71 | 29 64 | 1,500 00 | 3,780 00 | 3,406 48 | 1,567 22 | 11,055 05 | ..... | $764 54 |
| Chip'wa F'ls | 1,553 60 | 109 07 | 4,085 00 | 13,281 25 | ..... | 4,671 26 | 23,700 18 | 5,668 16 | ..... |
| Columbus .. | 121 60 | 78 20 | 1,400 00 | 4,110 00 | ..... | 1,334 24 | 7,044 04 | 4,821 96 | ..... |
| De Pere .... | 339 10 | 50 36 | 1,070 00 | 2,875 05 | ..... | 1,973 37 | 6,307 88 | 9,984 93 | ..... |
| Eau Claire .. | 7,188 97 | 221 87 | 10,594 22 | 36,689 04 | 3,040 00 | 15,961 34 | 73,695 44 | ..... | 6,535 06 |
| Fond du Lac. | 1,504 97 | ..... | 3,320 00 | 21,680 00 | ..... | 4,823 81 | 31,328 78 | 10,168 55 | ..... |
| Gr'nd Rapids | 772 06 | 90 00 | 3,250 00 | 3,150 00 | ..... | 2,972 63 | 10,234 69 | 105 00 | ..... |
| Green Bay .. | 18,363 81 | 511 41 | 6,729 89 | 31,259 73 | ..... | 33,977 73 | 90,842 57 | ..... | 2,867 82 |
| Hudson ..... | 504 62 | 52 55 | 1,350 00 | 6,444 00 | ..... | 1,691 65 | 10,042 82 | 1,941 64 | ..... |
| Janesville ... | 1,800 00 | 138 00 | 4,410 00 | 19,427 98 | 2,500 00 | 9,388 37 | 37,664 35 | 965 73 | ..... |
| Kaukauna .. | 85 00 | 225 00 | 3,755 00 | 6,435 00 | 4,540 00 | 4,615 04 | 19,655 04 | 2,0~8 49 | ..... |
| Kenosha .... | 20,103 02 | 283 33 | 3,501 00 | 13,319 00 | ..... | 2,994 12 | 40,200 47 | 8,811 20 | ..... |
| La Crosse ... | 1,423 11 | 158 76 | 12,898 69 | 52,714 07 | ..... | 21,803 03 | 89,002 66 | 33,501 69 | ..... |
| Madison..... | 4,461 03 | 156 69 | 5,155 00 | 28,853 67 | ..... | 9,548 46 | 48,177 85 | 7,172 87 | ..... |
| Marinette... | 12,519 70 | 200 00 | 5,245 00 | 23,281 48 | ..... | 9,198 64 | 50,444 82 | 170 63 | ..... |
| Menasha .... | 1,153 73 | 269 31 | 1,890 00 | 6,400 00 | ..... | 2,030 46 | 11,743 50 | 5,054 25 | ..... |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Menomonie.. | 3,850 79 | 138 58 | 4,729 88 | 15,283 10 | ..... | 7,985 88 | 31,988 23 | 1,449 54 | ..... |
| Merrill ..... | 802 88 | ..... | 3,075 03 | 11,323 23 | 2,163 93 | 2,756 62 | 20,126 69 | ..... .. | 618 94 |
| Milwaukee .. | ..... | 2,045 10 | ..... | 572,536 47 | ..... | 97,451 84 | 672,033 41 | 325,238 83 | ..... |
| Mineral Point | ..... | ..... | 2,665 00 | 3,725 00 | ..... | 2,034 08 | 8,424 08 | 10 00 | ..... |
| Monroe ..... | 778 56 | 854 72 | 1,750 00 | 7,917 84 | 9,666 67 | 4,092 51 | 25,060 30 | 384 49 | ..... |
| Neenah ..... | 1,322 38 | 119 74 | 1,300 00 | 10,875 00 | ..... | 3,743 58 | 17,360 70 | 14,354 88 | .... ..... |
| New London. | 20,946 00 | 151 00 | 2,640 00 | 1,815 00 | ..... | 6,042 15 | 31,594 15 | 525 70 | ..... |
| Oconto..... | ..... | ..... | 4,305 00 | 5,916 00 | ..... | 2,640 00 | 12,861 00 | 1,837 69 | ..... |
| Onalaska.... | 89 86 | 182 19 | 950 00 | 3,015 00 | ..... | 665 00 | 4,902 05 | 2,346 78 | ..... |
| Oshkosh .... | 18,271 57 | 796 90 | 14,875 00 | 42,372 60 | ..... | 13,494 27 | 89,810 34 | 772 89 | ..... |
| Portage ..... | 590 42 | 447 00 | 16,000 00 | 8,345 00 | 2,629 35 | 2,816 29 | 30,828 06 | ..... | 16,321 90 |
| Pr. du Chien. | 46 09 | ..... | 1,900 00 | 2,900 00 | 2,072 00 | 1,489 77 | 8,407 86 | 2,015 96 | ..... |
| Racine ..... | 1,313 14 | 279 71 | 14,110 00 | 39,174 00 | ..... | 15,983 37 | 70,860 22 | 21,130 05 | ..... |
| Reedsburg . | 356 23 | 159 30 | 1,100 00 | 4,287 36 | ..... | 1,391 83 | 7,294 72 | 2,586 93 | ..... |
| Rice Lake... | 416 46 | 173 62 | 1,560 00 | 5,310 00 | ..... | 2,403 53 | 9,893 61 | 14 44 | ..... |
| Ripon ..... | 1,530 73 | 120 50 | 2,000 00 | 6,658 55 | 2,250 00 | 2,844 31 | 15,404 09 | 1,728 42 | ..... |
| Sheboygan .. | 9,421 48 | 413 16 | 8,600 00 | 32,900 00 | ..... | 19,129 76 | 70,464 40 | 61,675 94 | ..... |
| Stanley ..... | 114 27 | 182 51 | 900 00 | 2,850 00 | 512 00 | 828 01 | 5,386 79 | 38 24 | ..... |
| Stevens Point | 983 18 | 17 50 | 3,780 00 | 18,601 33 | ..... | 6,534 82 | 29,916 83 | 4,362 94 | ..... |
| Sturgeon Bay | 45 14 | 127 23 | 2,036 25 | 4,390 00 | ..... | 919 06 | 7,607 68 | 2,559 72 | ..... |
| Superior .... | 18,174 07 | 2,791 70 | 8,387 25 | 57,617 54 | 318 00 | 40,006 99 | 127,295 55 | 59,452 73 | ..... |
| Tomahawk .. | 495 94 | 860 97 | 1,405 00 | 4,724 99 | 666 50 | 693 07 | 8,846 47 | 6,581 18 | ..... |
| Watertown... | 12,498 54 | 215 49 | 3,010 00 | 10,809 00 | ..... | 4,608 65 | 31,141 68 | 7,045 16 | ..... |
| Waupaca.... | 367 21 | 135 00 | 1,400 00 | 5,422 50 | 4,308 07 | 2,966 61 | 14,599 39 | 468 75 | ..... |
| Wausau ..... | 34,298 85 | 50 00 | 5,295 00 | 19,157 68 | 2,600 00 | 4,467 98 | 65,869 51 | ..... | 21,521 35 |
| Whitewater . | 397 87 | 340 86 | 2,200 00 | 7,3?5 86 | 2,000 00 | 2,813 52 | 15,138 11 | 773 45 | ..... |

## FREE HIGH SCHOOLS HAVING FOUR YEARS COURSES, 1898-99.

| Location. | Principal. | Legal qualifications of principal. | Salary of the principal. | No. Teachers Employed. | | Enrollment in High School. | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | *Pupils under 20 years of age.* | | | Pupils over 20. |
| | | | | Male. | Female. | Male. | Female. | Total. | |
| Totals.... | ..... | ..... | $170,332 50 | 241 | 298 | 6,109 | 8,444 | 14,688 | 234 |
| Algoma ..... | Elbert M. Phillips. | Oshkosh N. S. Dip .... | $1,100 00 | 1 | 1 | 24 | 28 | 52 | ..... |
| Antigo ..... | C. O. Marsh..... | Univ. of Wis. Dip..... | 1,100 00 | 2 | 2 | ..... | ..... | 138 | ..... |
| Appleton, 2d dis | R. W. Pringle ..... | Harvard Col. Dip..... | 1,700 00 | 5 | 4 | 71 | 76 | 147 | 1 |
| Appleton, 3d dis | W. F. Winsey ..... | Whitewater N. S. Dip.. | 1,300 00 | 3 | 1 | 30 | 28 | 58 | ..... |
| Arcadia ..... | G. O. Banting..... | Unlimited State Cert .. | 945 00 | 1 | 1 | 34 | 26 | 60 | 6 |
| Argyle ..... | R. H. Mueller..... | Univ. of Wis. Dip..... | 810 00 | 2 | ..... | 21 | 26 | 47 | ..... |
| Ashland..... | J. T. Hooper ..... | Univ. of Wis. Dip..... | 1,200 00 | 2 | 3 | 47 | 86 | 133 | 1 |
| Augusta ..... | Albert Hedler ..... | Oshkosh N. S. Dip .... | 1,000 00 | 1 | 1 | 17 | 34 | 51 | 2 |
| Bangor..... | M. O. Hill..... | Stevens Point N. S. Dip. | 950 00 | 1 | 1 | 15 | 20 | 35 | ..... |
| Baraboo..... | J. E. Ne Collins ... | Univ. of Wis. Dip..... | 1,400 00 | 2 | 5 | 85 | 129 | 214 | 1 |
| Bayfield..... | M. N. McIver..... | Beloit Col. Dip..... | 1,200 00 | 1 | 2 | 14 | 22 | 36 | 1 |
| Beaver Dam.... | H. B. Hubbell..... | Dartmouth Col. Dip... | 1,750 00 | 1 | 3 | 43 | 60 | 103 | 1 |
| Beloit..... | F. E. Converse .... | Univ. of Mich. Dip .... | 1,600 00 | 4 | 4 | 72 | 148 | 220 | ..... |
| Berlin..... | F. A. Lowell..... | Univ. of Wis. Dip..... | 1,500 00 | 2 | 3 | 53 | 83 | 136 | 1 |
| Birnamwood ... | M. P. Cady..... | Unlimited State Cert.. | 675 00 | 1 | 1 | 9 | 27 | 36 | 3 |
| Black Earth.... | K. L. Hatch..... | Platteville N. S. Dip... | 765 00 | 2 | ..... | 24 | 24 | 48 | 2 |
| Black River F'ls | J. H. Derse..... | Whitewater N. S. Dip.. | 1,550 00 | 1 | 3 | 41 | 65 | 106 | 4 |
| Bloomington ... | Allen F. Higgins... | Univ. of Wis. Dip..... | 720 00 | 1 | 1 | 22 | 39 | 61 | 1 |
| Boscobel ..... | G. W. Gehrand.... | Whitewater N. S. Dip.. | 1,200 00 | 1 | 2 | 35 | 42 | 77 | 4 |
| Brandon ..... | C. T. Beck..... | Platteville N. S. Dip... | 800 00 | 2 | ..... | 26 | 23 | 49 | 1 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Brodhead | H. C. Buell | Milwaukee N. S. Dip. | 1,050 00 | 1 | 2 | 33 | 40 | 73 | 3 |
| Burlington | J. M. Turner | Unlimited State Cert. | 1,400 00 | 2 | 2 | 36 | 54 | 90 | |
| Cassville | W. P. Colburn | Platteville N. S. Dip. | 800 00 | 1 | 1 | 15 | 31 | 46 | 2 |
| Centralia | J. J. Hayden | Oshkosh N. S. Dip | 900 00 | 1 | 2 | 33 | 51 | 84 | |
| Cetek | W. N. Mackin | River Falls N. S. Dip | 585 00 | 1 | | 6 | 22 | 28 | 1 |
| Chilton | F. A. Thayer | Whitewater N. S. Dip. | 1,000 00 | 1 | 1 | 36 | 36 | 72 | |
| Chippewa Falls | Robt. L. Barton | Ill. State Cert. Ctsgd. | 1,700 00 | 2 | 5 | 52 | 112 | 164 | |
| Clinton | R. E. Loveland | Oberlin Col. Dip. Ctsgd. | 1,000 00 | 1 | 2 | 18 | 26 | 44 | |
| Clintonville | W. H. Hickok | Unlimited State Cert. | 1,000 00 | 1 | 1 | 25 | 44 | 69 | 1 |
| Cobb | Wm. R. Peters | Platteville N. S. Dip. | 685 00 | 1 | 1 | 18 | 19 | 37 | 1 |
| Colby | F. M. Jackson | Univ. of Wis. Dip. | 912 50 | 2 | | 26 | 48 | 74 | 1 |
| Columbus | M. H. Jackson | Unlimited State Cert. | 1,400 00 | 1 | 3 | 49 | 42 | 91 | 6 |
| Cumberland | Jay S. Hamilton | Superior N. S. Dip. | 1,000 00 | 1 | 1 | 28 | 33 | 61 | |
| Darlington | Jas. M. Stevens | Ohio Wesleyan Univ. D. | 1,200 00 | 1 | 2 | 44 | 70 | 114 | |
| Deerfield | Martin Odland | Univ. of Wis. Dip. | 500 00 | 1 | 1 | 13 | 14 | 27 | 1 |
| De Forest | E. C. Meland | Univ. of Wis. Dip. | 810 00 | 1 | 2 | 44 | 37 | 81 | 10 |
| Delavan | C. W. Rittenburg | Oberlin Col. Dip | 1,350 00 | 2 | 1 | 40 | 52 | 92 | 2 |
| De Pere | Violet M. Alden | Oshkosh N. S. Dip | 850 00 | 1 | 2 | 28 | 37 | 65 | |
| Dodgeville | De Witt Elwood | Lawrence Univ. Dip | 1,100 00 | 2 | 2 | 62 | 88 | 150 | 5 |
| Durand | D. E. Kiser | Univ. of Wis. Dip. | 900 00 | 1 | 1 | 25 | 25 | 50 | |
| East Troy | D. R. Jones | Univ. of Wis. Dip. | 765 00 | 1 | 2 | 34 | 43 | 77 | 2 |
| Eau Claire | M. S. Frawley | Univ. of Wis. Dip. | 1,750 00 | 3 | 7 | 129 | 209 | 338 | 14 |
| Edgerton | C. D. Rosa | Beloit Col. Dip | 1,000 00 | 1 | 2 | 27 | 43 | 70 | |
| Elkhorn | C. D. Kipp | River Falls N. S. Dip | 1,300 00 | 1 | 3 | 38 | 61 | 99 | |
| Elroy | W. E. Utendorfer | Milwaukee N. S. Dip | 1,000 00 | 1 | 1 | 18 | 38 | 56 | 2 |
| Ellsworth | C. J. Brewer | Unlimited State Cert | 900 00 | 1 | 1 | 28 | 53 | 81 | 2 |
| Evansville | H. F. Kling | Iowa Dip. Ctsgd. | 1,300 00 | 2 | 2 | 52 | 69 | 121 | |
| Fennimore | Elizabeth Clary | Platteville N. S. Dip. | 765 00 | | 2 | 22 | 37 | 59 | |
| Florence | Wm. H. Allen | Oswego N. S. Dip. | 1,100 00 | 2 | 1 | 15 | 27 | 42 | |
| Fond du Lac | Elizabeth Waters | Univ. of Wis. Dip. | 1,000 00 | 3 | 5 | 113 | 163 | 276 | 5 |
| Fort Atkinson | A. W. Weber | Oshkosh N. S. Dip. | 1,600 00 | 1 | 3 | 50 | 65 | 115 | |
| Fox Lake | F. W. Lucas | Univ. of Wis. Dip. | 900 00 | 1 | 2 | 29 | 27 | 56 | |
| Glenwood | A. L. Thomsen | Milwaukee N. S. Dip. | 900 00 | 2 | | 33 | 44 | 77 | 3 |
| Grand Rapids | Geo. T. Blynd | Univ. of Wis. Dip. | 810 00 | 3 | 1 | 38 | 41 | 79 | |
| Green Bay, E. S. | Wm. O. Brown | Oshkosh N. S. Dip. | 1,400 00 | 2 | 3 | 64 | 92 | 156 | |
| Green Bay, W. S. | A. W. Burton | Unlimited State Cert. | 1,400 00 | 2 | 3 | 33 | 94 | 127 | |

FREE HIGH SCHOOLS HAVING FOUR YEARS COURSES, 1898-99.— Continued.

| Location. | Principal. | Legal qualifications of principal. | Salary of the principal. | No. Teachers Employed. | | Enrollment in High School. | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | *Pupils under 20 years of age.* | | | Pupils over 20. |
| | | | | Male. | Female. | Male. | Female. | Total. | |
| Hammond | J. C. Thomson | Co. Supt's Cert | $600 00 | 2 | ..... | 20 | 20 | 40 | 8 |
| Hartford | E. W. Pryor | Univ. of Wis. Dip | 1,100 00 | 1 | 1 | 22 | 25 | 47 | ..... |
| Hayward | J. G. Adams | Platteville N. S. Dip | 1,350 00 | 1 | 2 | 11 | 26 | 37 | 3 |
| Highland | W. W. Roberts | Beloit Col. Dip | 585 00 | 2 | ..... | 25 | 17 | 42 | ..... |
| Horicon | E. T. Johnson | Univ. of Wis. Dip | 1,100 00 | 1 | 7 | 26 | 32 | 58 | 2 |
| Hudson | S. B. Tobey | Mich. Life Cert Ctsgd. | 1,350 00 | 1 | 3 | 58 | 74 | 132 | ..... |
| Hurley | J. C. Bridgman | Oshkosh N. S. Dip | 1,250 00 | 1 | 2 | 11 | 31 | 42 | ..... |
| Janesville | D. D. Mayne | Platteville N. S. Dip | 1,800 00 | 6 | 6 | 155 | 267 | 422 | 7 |
| Jefferson | W. J. Hammill | Univ. of Mich. Dip | 1,200 00 | 1 | 2 | 23 | 39 | 62 | ..... |
| Juneau | A. Pike West | Whitewater N. S. Dip | 900 00 | 1 | 1 | 13 | 20 | 33 | ..... |
| Kaukauna | I. M. Allen | Lawrence Univ. Dip | 1,100 00 | 2 | 2 | 52 | 42 | 94 | 1 |
| Kenosha | E. C. Wiswall | Unlimited State Cert. | 1,500 00 | 2 | 4 | 80 | 128 | 208 | 4 |
| Kewaunee | M. McMahon | Unlimited State Cert. | 950 00 | 2 | 1 | 55 | 32 | 87 | ..... |
| Lake Geneva | A. F. Bartlett | Oberlin Col. Dip | 1,600 00 | 1 | 2 | 28 | 39 | 67 | ..... |
| Lake Mills | Allen B. West | Whitewater N. S. Dip. | 1,200 00 | 1 | 2 | 37 | 58 | 95 | 1 |
| Lancaster | L. L. Clarke | Unlimited State Cert. | 1,500 00 | 1 | 3 | 69 | 84 | 153 | 8 |
| Lodi | Julius Leidenberg | Lawrence Univ. Dip | 1,000 00 | 1 | 2 | 21 | 53 | 77 | ..... |
| Madison | J. H. Hutchison | Univ. of Wis. Dip | 1,800 00 | 3 | 12 | 261 | 271 | 532 | 2 |
| Manawa | C. B. Stanley | Unlimited State Cert. | 675 00 | 2 | ..... | 23 | 20 | 43 | 2 |
| Marinette | Chas. J. Barr | Univ. of Mich. Dip | 1,000 00 | 4 | 2 | 81 | 131 | 212 | 1 |
| Marshall | W. H. Kelly | Whitewater N. S. Dip. | 840 00 | 1 | 1 | 16 | 26 | 42 | 3 |
| Marshfield | J. B. Borden | Milton Col. Dip | 1,500 00 | 1 | 3 | 30 | 67 | 97 | 1 |

*Statistical Tables.*

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Mauston | A. H. Fletcher | Milwaukee N. S Dip | 1,200 00 | 1 | 2 | 33 | 55 | 88 | 2 |
| Mayville | L. S. Keeley | Platteville N. S. Dip | 1,200 00 | 2 | 1 | 41 | 27 | 68 | 1 |
| Mazomanie | Wm. Kittle | Winona N. S. Dip | 900 00 | 1 | 2 | 32 | 27 | 59 | 4 |
| Medford | F. W. Thomas | Univ. of Wis. Dip | 1,000 00 | 1 | 2 | 38 | 30 | 68 | |
| Menasha | W. C. Hopkins | Univ. of Vt. Dip | 1,200 00 | 2 | 1 | 26 | 50 | 76 | |
| Merrill | Anna E. Anderson | Unlimited State Cert | 1,000 00 | 1 | 3 | 67 | 77 | 144 | 1 |
| Milton Junction | Jas. T. Healy | Univ. of Wis. Dip | 900 00 | 1 | 1 | 18 | 38 | 56 | |
| Mineral Point | A. R. Jolley | Unlimited State Cert | 1,300 00 | 2 | 2 | 50 | 69 | 119 | |
| Mondovi | J. W. Nesbit | Unlimited State Cert | 1,000 00 | 1 | 1 | 24 | 44 | 68 | 1 |
| Monroe | Alvin F. Rote | Univ of Wis. Dip | 1,750 00 | 1 | 3 | 62 | 93 | 55 | |
| Montfort | David James | Platteville N S. Dip | 765 00 | 1 | 1 | 27 | 36 | 63 | 1 |
| Necedah | C. H. Maxson | Univ. of Wis. Dip | 1,100 00 | 1 | 1 | 30 | 30 | 60 | |
| Neenah | O. J. Schuster | Univ. of Wis. Dip | 1,300 00 | 1 | 3 | 42 | 83 | 128 | 2 |
| Neillsville | L. W. Wood | Unlimited State Cert | 1,400 00 | 1 | 3 | 47 | 55 | 102 | 5 |
| New Lisbon | Chas. M Fox | Platteville N. S. Dip | 1,000 00 | 1 | 1 | 16 | 26 | 42 | 4 |
| New London | Taylor Frye | River Falls N. S. Dip | 1,200 00 | 2 | 1 | 36 | 36 | 72 | |
| New Richmond | John Callahan | Unlimited State Cert | 1,000 00 | 3 | 1 | 51 | 92 | 143 | 4 |
| Oconomowoc | C. R. Cross | Ill. St. Nor. Univ. Dip. | 1,200 00 | 1 | 3 | 41 | 86 | 127 | 2 |
| Oconto | R. L. Cooley | Oshkosh N. S. Dip | 1,200 00 | 2 | 2 | 39 | 39 | 78 | 1 |
| Omro | E. E. Sheldon | Unlimited State Cert | 810 00 | 1 | 1 | 35 | 31 | 66 | 4 |
| Onalaska | B. F. Oltman | Unlimited State Cert | 950 00 | 1 | 1 | 38 | 22 | 60 | |
| Oregon | Franklin Gould | Unlimited State Cert | 850 00 | 1 | 1 | 24 | 37 | 61 | 1 |
| Palmyra | Chas. W. McIntyre | Whitewater N. S. Dip | 675 00 | 1 | 1 | 35 | 23 | 58 | |
| Pewaukee | J. C. McDowell | Milwaukee N. S. Dip | 810 00 | 1 | 1 | 14 | 28 | 42 | |
| Phillips | E. C. Gotham | Oshkosh N. S. Dip | 900 00 | 1 | 1 | 11 | 13 | 24 | |
| Plainfield | G. E. Dafoe | Unlimited State Cert | 900 00 | 2 | | 18 | 21 | 39 | 2 |
| Plymouth | Otto Gaffron | Unlimited State Cert | 1,200 00 | 1 | 2 | 70 | 69 | 139 | 1 |
| Portage | W. G. Clough | Univ. of Wis. Dip | 1,600 00 | 1 | 3 | 54 | 86 | 140 | 1 |
| Poynette | Myron E. Baker | Univ. of Wis. Dip | 800 00 | 2 | | 25 | 16 | 41 | 3 |
| Prairie du Chien | J. A. Pratt | Univ. of Wis. Dip | 1,100 00 | 2 | 1 | 33 | 50 | 83 | |
| Prairie du Sac | J. F. Bergen | Whitewater N S. Dip. | 1,000 00 | 1 | 1 | 34 | 25 | 59 | 1 |
| Prescott | R. B. Mac Lean | Hamline Univ Dip | 720 00 | 2 | | 25 | 18 | 43 | 1 |
| Randolph | Watson C. Lea | Oberlin Col Dip | 900 00 | 1 | 1 | 15 | 20 | 35 | 1 |
| Racine | A. N. Ozias | Ohio State Univ. Dip | 1,700 00 | 6 | 5 | 130 | 213 | 343 | 2 |
| Reedsburg | W. P. Roseman | Platteville N. S. Dip | 1,100 00 | 1 | 2 | 35 | 61 | 96 | |
| Rhinelander | F. S. Hyer | Milwaukee N. S. Dip | 1,200 00 | 2 | 1 | 26 | 48 | 74 | |

FREE HIGH SCHOOLS HAVING FOUR YEARS COURSES, 1898-99 — Continued.

| Location. | Principal. | Legal qualifications of principal. | Salary of the principal. | No. Teachers Employed. | | Enrollment in High School. | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | *Pupils under 20 years of age.* | | | Pupils over 20. |
| | | | | Male. | Female. | Male. | Female. | Total. | |
| Rice Lake | E. C. McClelland | Cornell Col. Dip | $1,200 00 | 1 | 2 | 37 | 53 | 90 | |
| Richland Center | A. E. Brainerd | Unlimited State Cert | 1,350 00 | 2 | 2 | 64 | 86 | 150 | 3 |
| Ripon | A. W. Tressler | Univ. of Mich. Dip | 1,200 00 | 2 | 2 | 34 | 55 | 89 | 2 |
| River Falls | J. W. T. Ames | Lawrence Univ. Dip | 1,200 00 | 1 | 2 | 39 | 26 | 65 | 5 |
| Sauk City | J. E. Phillips | Stevens Point N. S. Dip | 900 00 | 2 | | 22 | 26 | 48 | |
| Seymour | R. H. Schmidt | Univ. of Wis. Dip | 810 00 | 2 | | 45 | 27 | 72 | 1 |
| Sharon | G. M. Sheldon | Univ. of Wis. Dip | 900 00 | 2 | 5 | 101 | 113 | 214 | |
| Shawano | H. W. Rood | Unlimited State Cert | 1,000 00 | 2 | 1 | 31 | 46 | 77 | 7 |
| Sheboygan | J. E. Riordan | Oshkosh N. S. Dip | 1,700 00 | 5 | 3 | 86 | 104 | 190 | 1 |
| Sheboygan Falls | F. F. Showers | Univ. of Wis. Dip | 1,100 00 | 2 | | 20 | 25 | 45 | |
| Shullsburg | E. L. Hancock | Univ. of Wis. Dip | 950 00 | 3 | | 20 | 42 | 62 | 1 |
| Sparta | F. E. Doty | Univ. of Wis. Dip | 1,600 00 | 3 | 2 | 68 | 112 | 180 | 6 |
| Spring Green | W. H. Schulz | Unlimited State Cert | 1,100 00 | 1 | 2 | 44 | 32 | 76 | |
| Stevens Point | H. A. Simonds | Amherst Col. Dip | 1,800 00 | 3 | 3 | 68 | 72 | 140 | |
| Stoughton | A. H. Sholtz | Whitewater N. S Dip | 1,200 00 | 2 | 1 | 48 | 47 | 95 | |
| Sturgeon Bay | E. E. Beckwith | Unlimited State Cert | 1,100 00 | 1 | 2 | 27 | 51 | 78 | 1 |
| Sun Prairie | Jas. Melville | Univ. of Wis. Dip | 950 00 | 1 | 1 | 18 | 26 | 44 | 1 |
| Tomah | E. H. Cassels | Univ. of Wis. Dip | 1,400 00 | 2 | 3 | 38 | 92 | 130 | 3 |
| Tomahawk | A. D. Prideaux | Univ. of Wis. Dip | 1,000 00 | 1 | 2 | 20 | 34 | 54 | |
| Two Rivers | Elmer E. Carr | Oshkosh N. S. Dip | 1,200 00 | 1 | 2 | 26 | 29 | 55 | 1 |
| Union Grove | H. C. Lawton | Whitewater N. S. Dip | 585 00 | 1 | 1 | 17 | 20 | 37 | 2 |
| Viroqua | W. W. Williams | Lawrence Univ. Dip | 1,000 00 | 1 | 4 | 47 | 107 | 154 | 8 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Walworth..... | J. W. Blodgett..... | Beloit Col. Dip..... | 720 00 | 2 | ..... | 11 | 18 | 29 | ..... |
| Washburn..... | O. E. Wells..... | Univ. of Chicago Dip... | 1,200 00 | 1 | 2 | 23 | 48 | 71 | 1 |
| Waterloo..... | G. H. Landgraf.... | Univ. of Wis. Dip..... | 1,200 00 | 1 | 1 | 27 | 36 | 63 | 1 |
| Watertown..... | C. F. Viebahn..... | Unlimited State Cert.. | 1,700 00 | 2 | 3 | 50 | 133 | 183 | ..... |
| Waukesha..... | H. L. Terry..... | Unlimited State Cert.. | 1,800 00 | 1 | 5 | 77 | 105 | 182 | 1 |
| Waupaca..... | J. L. Thatcher..... | Univ. of Wis. Dip..... | 1,200 00 | 1 | 3 | 61 | 56 | 117 | 1 |
| Waupun (so w'd) | G. F. Loomis..... | Beloit Col. Dip..... | 950 00 | 1 | 2 | 43 | 61 | 104 | 1 |
| Waupun (no w'd) | H. C. Curtis..... | Milwaukee Col. Dip.... | 1,000 00 | 1 | 1 | 20 | 21 | 41 | 2 |
| Wausau ..... | C. C. Parlin..... | Lawrence Univ. Dip... | 1,250 00 | 2 | 5 | 86 | 115 | 201 | ..... |
| Wauwatosa..... | E C. Cornelius..... | Univ. of Wis. Dip..... | 1,200 00 | 2 | 2 | 37 | 48 | 85 | 1 |
| West Bend..... | D. T. Keeley..... | Univ. of Wis. Dip..... | 1,200 00 | 1 | 2 | 71 | 58 | 129 | ..... |
| West De Pere... | J. D. Conley..... | Oshkosh N. S. Dip..... | 900 00 | 1 | 2 | 28 | 46 | 74 | ..... |
| West Salem..... | C. E. Slothower.... | Platteville N. S. Dip... | 855 00 | 1 | 1 | 20 | 35 | 55 | 1 |
| Weyauwega..... | J. J. Enright..... | River Falls N. S. Dip.. | 675 00 | 2 | ..... | 24 | 48 | 72 | 2 |
| Whitewater..... | H. A. Whipple..... | Unlimited State Cert... | 1,600 00 | 1 | 5 | 74 | 102 | 176 | 2 |
| Winneconne .... | G. R. Frye..... | River Falls N. S. Dip... | 810 00 | 1 | 1 | 15 | 14 | 29 | 1 |
| Wonewoc..... | M. H. White..... | Stevens Point N. S.Cert | 800 00 | 1 | 1 | 23 | 20 | 43 | ..... |

## FREE HIGH SCHOOLS HAVING FOUR YEARS COURSES, 1898-99.

| Location. | Average daily attendance. | No. of days ta'ght | Pupils in English branches only. | Pupils in German. | Pupils in Latin. | Pupils in Greek | Pupils in both Latin and German. | Pupils in both Latin and Greek | Cost of Instruction in | | | Average Age of Pupils at | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | *Enter'g* | | *Leavi'g* | |
| | | | | | | | | | German. | Latin. | Greek. | Male. | Female. | Male. | Female. |
| Totals and av. | 11,847 | 28,053 | 7,497 | 3,763 | 3,802 | 55 | 2,055 | 237 | $15,028 96 | $22,886 21 | $1,631 33 | 14.6 | 14.4 | 18.0 | 18.1 |
| Algoma | 42 | 200 | 52 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 15 6 | 15 8 | 18.5 | 18.5 |
| Antigo | 112 | 180 | 102 | 30 | 6 | ..... | 2 | ..... | $128 00 | $154 00 | ..... | 16 | 15 | 19 | 18 |
| Appleton, 2d d | 126 | 180 | 35 | 70 | 31 | ..... | 12 | ..... | 450 00 | 600 00 | ..... ..... | 15.8 | 15.2 | 18.5 | 18.2 |
| Appleton, 3d d | 52 | 180 | 13 | 18 | 26 | ..... | 15 | ..... | 206 00 | 824 00 | ..... | 14 | 14 | 19 | 19 |
| Arcadia | 54 | 180 | 42 | 24 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 14 | 19 | 18 |
| Argyle | 41 | 180 | 47 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 14.5 | '7 5 | 18.5 |
| Ashland | 115 | 190 | 27 | 35 | 92 | ..... | 21 | ..... | 190 00 | 570 00 | ..... | 14 | 14 | 18 | 19 |
| Augusta | 49 | 180 | 19 | 33 | ..... | ..... | ..... | ..... | 4 50 | ..... | ..... | 16 | 15 | 19 | 18 |
| Bangor | 34 | 180 | 13 | 11 | 11 | ..... | 6 | ..... | 25 00 | 25 00 | ..... | | 15.5 | 16 5 | 18.5 |
| Baraboo | 97 | 180 | ..... | 59 | 66 | ..... | 24 | ..... | 3 02 | 3 33 | ..... | 15 | 15 | 19 | 19 |
| Bayfield | 27 | 190 | 15 | 11 | 13 | ..... | 3 | ..... | ..... | ..... | ..... | 15 | 15.3 | 17 5 | 19 |
| Beaver Dam | 85 | 200 | 45 | 33 | 31 | ..... | 5 | ..... | 300 00 | 400 00 | ..... | 14 | 14 | 18 | 18 |
| Beloit | 171 | 190 | 5 | 107 | 125 | 12 | 25 | 10 | 475 00 | 600 00 | $200 00 | 4 | 14 | 18 3 | 18 |
| Berlin | 121 | 190 | 87 | 40 | 40 | ..... | 40 | ..... | 190 00 | 380 00 | ..... | 14 5 | 14 | 17 | 18 |
| Birnamwood | 28 | 180 | 39 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 14 | ... | 19 |
| Black Earth | 38 | 180 | 50 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 17 | 17 | 20 | 20 |
| Bl'ck Riv. F'ls | 86 | 180 | 68 | 22 | 21 | ..... | 5 | ..... | 150 00 | 195 00 | ..... | 15 | 15.5 | 20 | 19 |
| Bloomington | 53 | 180 | 28 | 19 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 14 5 | 4 | 16 | 18 |
| Boscobel | 73 | 187 | 44 | 37 | 30 | ..... | 30 | ..... | 137 00 | 275 00 | ..... | 16 | 17 | 18 | 18 |
| Brandon | 41 | 190 | 32 | ..... | 18 | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 15 | 19 | 19 |

*Statistical Tables.*

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Brodhead .... | 58 | 180 | 34 | 23 | 19 | ..... | 42 | ..... | 152 00 | 126 00 | ..... | 15 | 14 | 18 | 18 |
| Burlington ... | 77 | 190 | 54 | 14 | 36 | ..... | 6 | ..... | 522 50 | 522 50 | ..... | 14 | 13.5 | 18 | 17.5 |
| Cassville ..... | 39 | 180 | 28 | 20 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 13 | 18 | 17 |
| Centralia..... | 69 | 180 | 53 | 31 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 15 | 16.5 | 17.5 |
| Chetek..... | 19 | 180 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 14 | 21 | 17 |
| Chilton ..... | 62 | 200 | 43 | 27 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 14 | 18 | 18 |
| Chippewa F'ls | 138 | 180 | 81 | 31 | 57 | ..... | 5 | ..... | 195 00 | 510 00 | ..... | 15 | 15 | 18.2 | 18.4 |
| Clinton ... .. | 41 | 178 | 28 | 12 | 9 | ..... | 5 | ..... | ..... | ..... | ..... | 14 | 14 | 19 | 19 |
| Clintonville .. | 54 | 180 | 55 | 15 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 14 | 17.5 | 18.5 |
| Cobb ..... | 32 | 180 | 38 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | .... | .... | .... | .... |
| Colby ..... | 60 | 180 | 75 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 14 | 17 | 16 |
| Columbus.... | 76 | 187 | 38 | 34 | 24 | ..... | 16 | ..... | 108 00 | 217 00 | ..... | 15 | 15 | 19 | 19.9 |
| Cumberland.. | 48 | 180 | 61 | ..... | 9 | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 14 | 19 | 19 |
| Darlington ... | 88 | 190 | 66 | 24 | 32 | ..... | 8 | ..... | ..... | ..... | ..... | 15.3 | 14.6 | 18.3 | 18 |
| Deerfield..... | 24 | 180 | ..... | 12 | ..... | ..... | ..... | ..... | 100 00 | ..... | ..... | 16 | 16 | 18 | 18 |
| De Forest.... | 72 | 180 | 65 | 19 | 11 | ..... | 4 | ..... | 90 00 | 146 00 | ..... | 16 | 15 | 20 | 19 |
| Delavan..... | 79 | 180 | 37 | 26 | 29 | ..... | 29 | ..... | 225 00 | 225 00 | ..... | 15 | 14 | 19 | 19 |
| De Pere..... | 59 | 180 | 3 | 20 | 24 | ..... | 20 | ..... | ..... | ..... | ..... | 14.6 | 14 | 18.6 | 18 |
| Dodgeville ... | 133 | 180 | 104 | 35 | 30 | ..... | 14 | ..... | 135 00 | 247 50 | ..... | 15.2 | 15.3 | 19.7 | 19.3 |
| Durand ..... | ..... | 180 | 39 | 11 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 16 | 15 | 19 | 18 |
| East Troy.... | 65 | 178 | 42 | 25 | 10 | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 15 | 18 | 17 |
| Eau Claire ... | 268 | 180 | 120 | 85 | 125 | ..... | 75 | ..... | 343 00 | 816 43 | ..... | 15.5 | 14 5 | 19 5 | 18.5 |
| Edgerton..... | 92 | 180 | 40 | 23 | 19 | ..... | 12 | ..... | ..... | ..... | ..... | 14.8 | 14.8 | 18 | 18 |
| Elkhorn..... | 83 | 180 | 55 | 24 | 20 | ..... | 7 | ..... | 2 70 | 2 70 | ..... | 15.5 | 15 | 18.1 | 18.7 |
| Elroy ..... | 46 | 180 | 58 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 14.3 | 14.4 | 18 | 19 |
| Ellsworth .... | 62 | 178 | 64 | ..... | 19 | ..... | ..... | ..... | ..... | ..... | ..... | 13 | 14 | 18.8 | 18 |
| Evansville.... | 99 | 180 | 23 | 43 | 53 | 7 | 5 | 4 | 150 00 | 300 00 | 90 00 | 15.5 | 14.5 | 19 | 18 |
| Fennimore ... | 50 | 180 | 59 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 14 | 18 | 17 |
| Florence ..... | 35 | 190 | 33 | 9 | 3 | ..... | 3 | ..... | 150 00 | 150 00 | ..... | 15 | 14 | 18.5 | 18 |
| Fond du Lac . | 239 | 180 | 140 | 65 | 95 | ..... | 160 | ..... | ..... | ..... | ..... | .... | .... | .... | .... |
| Fort Atkinson | 99 | 180 | 67 | 26 | 37 | ..... | 14 | ..... | ..... | ..... | ..... | .... | .... | .... | .... |
| Fox Lake .... | 45 | 180 | 42 | 14 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 14.5 | 14.5 | 19.5 | 18 |
| Glenwood .... | 59 | 180 | 80 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 13.5 | 18 | 19 |
| Grand Rapids | 70 | 180 | 19 | 30 | 37 | ..... | 60 | ..... | 350 00 | 350 00 | ..... | 14 | 13.5 | 18 | 17.5 |
| Gr'n B'y, E.S. | 132 | 190 | 34 | 43 | 62 | ..... | 23 | ..... | 300 00 | 550 00 | ..... | 15 | 14.7 | 17 | 17 |
| Gr'n B'y, W.S. | 113 | 190 | 87 | 27 | 29 | ..... | 17 | ..... | 200 00 | 520 00 | ..... | 14 | 14.5 | 19 | 18.1 |

FREE HIGH SCHOOLS HAVING FOUR YEARS COURSES, 1898-99.— Continued.

| Location. | Average daily attendance. | No. of days ta'ght | Pupils in English branches only. | Pupils in German. | Pupils in Latin. | Pupils in Greek | Pupils in both Latin and German. | Pupils in both Latin and Greek | Cost of Instruction in | | | Average Age of Pupils at | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | *Enter'g* | | *Leavi'g* | |
| | | | | | | | | | German. | Latin. | Greek. | Male. | Female. | Male. | Female. |
| Hammond | 45 | 179 | 45 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 15 | .... | .... |
| Hartford | 38 | 180 | 47 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 15 | 19 | 19 |
| Hayward | 25 | 180 | 32 | ..... | 8 | ..... | ..... | ..... | $120 00 | ..... | ..... | 15.1 | 15.5 | 17.5 | 17.5 |
| Highland | ..... | 180 | 42 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 13 | 14 | 19 | 18 |
| Horicon | 52 | 200 | 34 | 26 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | .. . | ... | .... | .... |
| Hudson | 118 | 180 | 7 | 73 | 62 | ..... | ..... | ..... | ..... | ..... | ..... | 14 1 | 13.4 | 18 | 18 |
| Hurley | 33 | 200 | 42 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 13 | 14.8 | .... | 17.3 |
| Janesville | 363 | 180 | 88 | 180 | 180 | 5 | 180 | 5 | 315 00 | $315 00 | $540 00 | 15 4 | 15.3 | 18 | 18.2 |
| Jefferson | 53 | 180 | 16 | 22 | 18 | ..... | 2 | ..... | 247 50 | 247 50 | ..... | 14 5 | 14 | 18.5 | 17.5 |
| Juneau | 27 | 200 | 33 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 13 | 12 | 18 | 18 |
| Kaukauna | 78 | 179 | 53 | 42 | 28 | ..... | 28 | ..... | ..... | ..... | ..... | 14 8 | 14 | 17.6 | 17 |
| Kenosha | 185 | 189 | 121 | 43 | 73 | 7 | 27 | 7 | 291 66 | 566 66 | 283 33 | 14 5 | 14.3 | 15.5 | 16.3 |
| Kewaunee | 74 | 200 | 77 | 10 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 14 8 | 14.8 | 18.6 | 18.6 |
| Lake Geneva | 51 | 180 | 10 | 18 | 39 | ..... | 10 | ..... | 167 00 | 334 00 | ..... | 16 | 15 5 | 19 | 18 |
| Lake Mills | 84 | 180 | 61 | 12 | 23 | ..... | 3 | ..... | 112 20 | 112 20 | ..... | 15 | 14 | 17 | 17 |
| Lancaster | 137 | 180 | 80 | 40 | 60 | ..... | 19 | ..... | 150 00 | 300 00 | ..... | 15 5 | 15 | 18.5 | 18.7 |
| Lodi | 69 | 180 | 53 | 8 | 16 | ..... | ..... | ..... | ..... | ..... | ..... | 15 1 | 15.4 | 19 | 17.7 |
| Madison | 460 | 185 | 177 | 180 | 188 | 11 | 268 | 199 | 700 00 | 1,300 00 | 216 00 | 14 | 14 | 18.6 | 18 |
| Manawa | 34 | 180 | 45 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 14 | 18 | 18 |
| Marinette | ..... | 180 | 133 | 32 | 48 | ..... | 17 | ..... | 195 00 | 390 00 | ..... | 15 | 15 | 18.5 | 18.5 |
| Marshall | 31 | 180 | 31 | 6 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 13 8 | 13.3 | 19 | 19 |
| Marshfield | 87 | 190 | 39 | 28 | 30 | ..... | ..... | ..... | 190 00 | 380 00 | ..... | 14 4 | 14 | 18.9 | 18.5 |
| Mauston | 66 | 180 | 58 | ..... | 32 | ..... | ..... | ..... | ..... | 495 00 | ..... | 15 | 14.6 | 20 | 19.8 |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Mayville | 56 | 197 | 31 | 38 | | | | | 400 00 | | | 14 | 13 2 | 17.6 | 17.5 |
| Mazomanie | 56 | 180 | 36 | 27 | 25 | | 6 | | 154 00 | 308 00 | | 15.6 | 15.3 | 18.4 | 18.7 |
| Medford | 54 | 180 | 15 | 28 | 25 | | 13 | | | | | 14.5 | 15 | 17.5 | 18 |
| Menasha | 65 | 190 | 14 | 24 | 27 | | 4 | | | | | 14 | 14 | 18 | 18 |
| Merrill | 125 | 180 | 90 | 40 | 41 | | 20 | | | | | 14 | 14 | 17.5 | 17.5 |
| Milton Ju'cti'n | 46 | 180 | | 22 | | | | | 115 00 | | | 14 | 14 | 18 | 17 |
| Mineral Point | 109 | 180 | 66 | 24 | 32 | | 24 | | 113 00 | 500 00 | | 14 | 14 | 18 3 | 18.3 |
| Mondovi | 63 | 180 | | | | | | | | | | 16 | 15 | 19 | 18 |
| Monroe | 141 | 180 | 46 | 72 | 43 | 2 | 16 | 2 | | | | 15 | 15 | 18 | 17.5 |
| Montfort | 58 | 180 | 33 | 9 | 16 | | 7 | | | | | 15 | 14 | 19 | 18 |
| Necedah | 50 | 180 | 60 | | | | | | | | | 15 | 15 | 18 | 18 |
| Neenah | 103 | 185 | 50 | 45 | 35 | | 20 | | 100 00 | 300 00 | | 15.6 | 15.5 | 18.5 | 19 |
| Neillsville | 91 | 180 | 83 | 24 | | | | | 200 00 | | | 14 | 14 | 17.5 | 18.5 |
| New Lisbon | 36 | 180 | 26 | 20 | | | | | | | | 15.2 | 15.5 | 21 | 18 |
| New London | 62 | 180 | 49 | 17 | 6 | | 3 | | 150 00 | 100 00 | | 14.6 | 15 | 18.2 | 18 |
| New Richm'nd | 124 | 180 | 82 | 26 | 39 | | 16 | | 125 00 | 175 00 | | 15.3 | 14.5 | 19 | 18.5 |
| Oconomowoc | 114 | 180 | 78 | 28 | 28 | | 4 | | 180 00 | 360 00 | | 16.1 | 16 | 18.4 | 17.1 |
| Oconto | 69 | 180 | 43 | 19 | 35 | | 19 | | 150 00 | 300 00 | | 14.5 | 14.5 | 18 | 19 |
| Omro | 60 | 180 | 70 | | | | | | | | | 15 | 14 | 19 | 18 |
| Onalaska | 50 | 180 | 40 | 20 | | | | | | | | 14.5 | 14.5 | 18.5 | 18.5 |
| Oregon | 52 | 180 | 62 | | | | | | | | | 14 | 13 | 18 | 17 |
| Palmyra | 49 | 180 | 58 | | | | | | | | | | | | |
| Pewaukee | 31 | 180 | 18 | 8 | 17 | | 4 | | | | | 16 | 14 | 19 | 18 |
| Phillips | 18 | 180 | 21 | | | | | | | | | 15 | 14 | 19 | 18 |
| Plainfield | | 180 | 39 | | | | | | | | | 14 | 13 | 18 | 17 |
| Plymouth | 112 | 180 | 106 | 14 | 20 | | | | 41 25 | 123 75 | | 14 | 14 | 18 | 18 |
| Portage | 114 | 190 | 73 | 53 | 29 | | 13 | | 150 00 | 200 00 | | 14.5 | 14 | 18.5 | 18.5 |
| Poynette | 33 | 177 | 29 | 10 | 4 | | 2 | | | | | 17.3 | 13.3 | 20.5 | 17.6 |
| Prairie d' Ch'n | 68 | 180 | 35 | 24 | 27 | | 9 | | 75 00 | 153 00 | | 14.4 | 15.6 | 17.2 | 18 |
| Prairie du Sac | 49 | 180 | 48 | 12 | | | | | 150 00 | | | 14 | 15 | 18 | 18 |
| Prescott | 33 | 180 | 22 | 14 | 4 | | | | | | | 14 | 14 | 18 | 17 |
| Randolph | 30 | 180 | 16 | 9 | 17 | | 8 | | 112 50 | 45 00 | | 17 | 19.2 | | 19.7 |
| Racine | 315 | 200 | 73 | 92 | 220 | | 78 | | 464 28 | 1,092 85 | | 15.6 | 15.6 | 17 | 16.5 |
| Reedsburg | 88 | 180 | 50 | 30 | 18 | | 38 | | | | | 14 | 13.2 | 18 | 17.2 |
| Rhinelander | 58 | 180 | 41 | 19 | 16 | | 2 | | 112 50 | 168 75 | | 13 | 12 | 18 | 18 |
| Rice Lake | 75 | 180 | 78 | 12 | | | | | | | | 11 | 13 | 19 | 17 |

FREE HIGH SCHOOLS HAVING FOUR YEARS COURSES, 1898-99 — Continued.

| Location. | Average daily attendance. | No. of days ta'ght | Pupils in Engbr'ches only. | Pupils in German. | Pupils in Latin. | Pupils in Greek | Pupils in both Latin and German. | Pupils in both Latin and Greek | Cost of Instruction in | | | Average Age of Pupils at | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | *Enter'g* | | *Leavi'g* | |
| | | | | | | | | | German. | Latin. | Greek. | Male. | Female. | Male. | Female. |
| Richl'nd C't'r | 180 | 98 | 28 | 27 | ..... | 6 | ..... | $126 00 | $252 00 | ..... | 14 | 14 | 19 | 18 |
| Ripon | 79 | 189 | 6 | 36 | 60 | ..... | 21 | ..... | 158 00 | 800 00 | ..... | 14.7 | 15.2 | 19.6 | 19 |
| River Falls | 49 | 180 | 33 | 18 | 24 | ..... | 11 | ..... | 141 43 | 282 86 | ..... | 15.7 | 15 | 18.6 | 18 |
| Sauk City | 35 | 180 | 13 | 35 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 14 | 17.5 | 17.5 |
| Seymour | 53 | 180 | 25 | 19 | 23 | ..... | 15 | ..... | ..... | ..... | ..... | 15 | 14 | 18 | 19 |
| Sharon | 33 | 176 | 32 | 4 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 16 | 16 | 19 | 19 |
| Shawano | 67 | 180 | 41 | 30 | 25 | ..... | 12 | ..... | 100 00 | 200 00 | ..... | 17 | 15 | 18 | 18 |
| Sheboygan | 1 | 200 | 101 | 28 | 63 | 5 | 63 | 5 | 200 00 | 350 00 | $200 00 | 14.7 | 14.5 | 19.5 | 19 |
| Sheb'g'n Falls | 37 | 200 | 13 | 16 | ..... | ..... | ..... | ..... | 300 00 | ..... | ..... | 15 | 14 | 18 | 17 |
| Shullsburg | 57 | 190 | 24 | 21 | 26 | ..... | 6 | ..... | ..... | ..... | ..... | 14 | 15 | 18 | 19 |
| Sparta | 160 | 180 | 120 | 66 | 65 | ..... | 32 | ..... | 300 00 | 500 00 | ..... | 17 | 16 | 19 | 18 |
| Spring Green | 67 | 180 | 54 | 22 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 13 | 18.5 | 18 |
| Stevens Point | 120 | 188 | 42 | 36 | 78 | ..... | 20 | ..... | 5 83 | 7 47 | ..... | 15 | 14.6 | 18 | 18 |
| Stoughton | 83 | 177 | 32 | 32 | 31 | ..... | 12 | ..... | ..... | ..... | ..... | 13.5 | 13.5 | 17.5 | 17.5 |
| Sturgeon Bay | 65 | 198 | 60 | 19 | ..... | ..... | ..... | ..... | 145 00 | ..... | ..... | 16.5 | 16 | .... | 18.6 |
| Sun Prairie | 38 | 190 | 42 | 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 14.5 | 17.2 | 19.7 |
| Tomah | 120 | 180 | 60 | 30 | 50 | 1 | 30 | 1 | 30 00 | 50 00 | 25 00 | 15 | 14 | 18 | 17.5 |
| Tomahawk | 41 | 180 | 54 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 14.1 | 14.6 | .... | .... |
| Two Rivers | 46 | 200 | 4 | 13 | 51 | 1 | 13 | ..... | 250 00 | 250 00 | ..... | 13 | 13 | 17 | 17 |
| Union Grove | 37 | 180 | 1 | 17 | 24 | ..... | 7 | ..... | ..... | ..... | ..... | 15 | 15 | 19.5 | 18.5 |
| Viroqua | 122 | 180 | 101 | 29 | 38 | ..... | 67 | ..... | ..... | ..... | ..... | 16.5 | 15.8 | 18.3 | 17.8 |
| Walworth | 23 | 180 | 7 | 5 | 22 | ..... | 23 | ..... | 45 00 | 150 00 | ..... | 14.3 | 14.1 | .... | .... |

*Statistical Tables.*

| | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Washburn | 60 | 172 | 29 | 25 | 16 | ..... | 4 | ..... | 66 | 66 | 66 | 66 | ..... | 14 | 14 | 17.5 | 18 |
| Waterloo | 54 | 180 | 48 | 15 | ..... | ..... | ..... | ..... | 140 | 00 | ..... | ..... | ..... | 16 | 14 | 18 | 18 |
| Watertown | 148 | 192 | 46 | 101 | 72 | ..... | 42 | ..... | 640 | 00 | 550 | 00 | ..... | 14 | 5 | 14 | 17 | 17 |
| Waukesha | 150 | 194 | 95 | 33 | 56 | ..... | 6 | ..... | 200 | 00 | 500 | 00 | ..... | 14 | 9 | 15.4 | 18.2 | 19 |
| Waupaca | 101 | 190 | 62 | 22 | 34 | ..... | 11 | ..... | ..... | ..... | ..... | ..... | ..... | 14 | | 14 | 18 | 18 |
| Waupun, s wd | 85 | 190 | 72 | 22 | 32 | ..... | 32 | ..... | 90 | 00 | 390 | 00 | ..... | 15 | 7 | 15 | 18 | 17 |
| Waupun, n wd | 38 | 190 | 37 | 6 | ..... | ..... | ..... | ..... | 55 | 93 | ..... | ..... | ..... | 13 | 7 | 14.6 | 17.7 | 18.6 |
| Wausau | 159 | 180 | 35 | 93 | 24 | ..... | 7 | ..... | 645 | 00 | 306 | 55 | ..... | 14 | | 14.4 | 18 | 19.7 |
| Wauwatosa | 73 | 190 | 25 | 19 | 38 | 4 | 7 | 4 | 175 | 00 | 342 | 00 | 80 | 00 | 14.1 | 14.8 | 19.1 | 19 |
| West Bend | 117 | 190 | 99 | 26 | 4 | ..... | 4 | ..... | 100 | 00 | 110 | 00 | ..... | 15 | | 14 | 18 | 18 |
| West De Pere | 66 | 180 | 57 | 12 | 14 | ..... | 4 | ..... | 150 | 00 | 200 | 00 | ..... | 14 | | 14 | 18 | 18 |
| West Salem | 46 | 180 | 8 | 17 | 31 | ..... | 9 | ..... | 202 | 50 | 202 | 50 | ..... | 14.4 | | 14.7 | 17.5 | 18.8 |
| Weyauwega | 49 | 180 | 74 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 13 | | 13 | 18 | 18 |
| Whitewater | 149 | 188 | 130 | 48 | 46 | ..... | 18 | ..... | 200 | 00 | 400 | 00 | ..... | 15.7 | | 14.7 | 18.7 | 18.5 |
| Winneconne | 27 | 180 | 30 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 15.5 | | 15.5 | 19.5 | 19.5 |
| Wonewoc | 35 | 180 | 43 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 15.8 | | 15.7 | 17 | 17 |

FREE HIGH SCHOOLS HAVING FOUR YEARS COURSES, 1898-99.

| LOCATION. | Average yearly salary of assistants. | Total am't of salaries of principal and assistants. | TOTAL NUMBER PUPILS ENROLLED. | | | | Does H. S. Dist. f'rnish text books? If so, free, rented or sold? | High school apportionment, November, 1898. |
|---|---|---|---|---|---|---|---|---|
| | | | 1st grade. | 2d grade. | 3d grade. | 4th grade. | | |
| Totals and av's. | $492 95 | $366,438 35 | 5,270 | 3,597 | 2,779 | 2,117 | | $38,281 10 |
| Algoma | $500 00 | $1,600 00 | 22 | 11 | 10 | 9 | No | $248 90 |
| Antigo | 465 00 | ..... | ..... | ..... | ..... | ..... | No | 248 90 |
| Appleton, 2d dist. | 750 00 | 7,600 00 | 12 | 30 | 30 | 76 | No | 248 90 |
| Appleton, 3d dist. | 720 00 | 3,020 00 | 15 | 15 | 14 | 13 | No | 248 90 |
| Arcadia | 472 50 | 1,417 50 | 25 | 11 | 9 | 21 | No | 248 90 |
| Argyle | 150 00 | 960 00 | 14 | 11 | 12 | 8 | No | 231 56 |
| Ashland | 606 90 | 3,627 50 | 47 | 44 | 31 | 11 | Sold | 248 90 |
| Augusta | 450 00 | 1,450 00 | 15 | 11 | 19 | 8 | Free | 248 90 |
| Bangor | 321 75 | 1,593 50 | 10 | 16 | 5 | 4 | Free | 248 90 |
| Baraboo | 667 50 | 5,405 00 | 88 | 76 | 59 | 32 | No | 248 90 |
| Bayfield | 536 25 | 2,272 50 | 13 | 6 | 5 | 4 | Free | 248 90 |
| Beaver Dam | 650 00 | 3,700 00 | 42 | 30 | 18 | 14 | No | 248 90 |
| Beloit | 600 00 | 5,800 00 | 100 | 60 | 35 | 25 | No | 248 90 |
| Berlin | 570 00 | 3,210 00 | 60 | 30 | 30 | 17 | Rented | 248 90 |
| Birnamwood | 105 00 | 780 00 | 14 | 4 | 13 | 4 | Free | 202 92 |
| Black Earth | 171 00 | 936 00 | 26 | 12 | 6 | 6 | Sold | 213 50 |
| Black River Falls | 555 00 | 3,215 00 | 42 | 24 | 22 | 14 | No | 248 90 |
| Bloomington | 360 00 | 2,160 00 | ..... | ..... | ..... | ..... | No | 248 90 |
| Boscobel | 498 50 | 2,200 00 | 19 | 26 | 15 | 19 | Sold | 248 60 |
| Brandon | 427 50 | 1,227 50 | 15 | 15 | 16 | 4 | No | 248 90 |
| Brodhead | 472 50 | 1,995 00 | 27 | 17 | 17 | 15 | No | 248 90 |

*Statistical Tables.*

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Burlington | 490 60 | 2,595 00 | 31 | 27 | 11 | 10 | Rented | 248 90 |
| Cassville | 405 00 | 1,205 00 | 16 | 14 | 9 | 9 | Rented | 248 90 |
| Centralia | 540 00 | 1,980 00 | 31 | 22 | 13 | 14 | No | 248 90 |
| Chetek | | 585 00 | 17 | | 2 | 4 | No | 145 66 |
| Chilton | 600 00 | 1,600 00 | 30 | 16 | 13 | 13 | No | 248 90 |
| Chippewa Falls | 669 00 | 4,195 00 | 63 | 44 | 39 | 18 | No | 248 90 |
| Clinton | 450 00 | 1,900 00 | 19 | 13 | 6 | 6 | No | 248 90 |
| Clintonville | 450 00 | 1,450 00 | 30 | 14 | 16 | 10 | Sold | 248 90 |
| Cobb | 360 00 | 1,045 00 | 16 | 5 | 10 | 7 | No | 134 45 |
| Colby | 180 00 | 1,092 00 | 30 | 14 | 15 | | No | 211 61 |
| Columbus | 437 00 | 2,492 50 | 34 | 27 | 13 | 20 | No | 248 90 |
| Cumberland | 540 00 | 1,540 00 | 12 | 25 | 16 | 8 | No | 248 90 |
| Darlington | 522 50 | 2,245 00 | 35 | 35 | 21 | 23 | No | 248 90 |
| Deerfield | 315 00 | 815 00 | 9 | 7 | 8 | 4 | No | 100 45 |
| De Forest | 405 00 | 1,620 00 | 41 | 23 | 11 | 16 | No | 630 00 |
| Delavan | 450 00 | 2,250 00 | 35 | 27 | 14 | 14 | No | 248 90 |
| De Pere | 495 00 | 1,980 00 | 30 | 13 | 16 | 6 | Free | 248 90 |
| Dodgeville | 470 00 | 2,490 00 | 72 | 33 | 37 | 13 | No | 248 90 |
| Durand | 450 00 | 1,350 00 | 7 | 16 | 15 | 12 | No | 248 90 |
| East Troy | 337 50 | 1,440 00 | | | | | | 248 90 |
| Eau Claire | 630 55 | 7,425 00 | 137 | 115 | 59 | 41 | Free | 248 90 |
| Edgerton | 450 00 | 1,900 00 | 14 | 22 | 19 | 15 | No | 248 90 |
| Elkhorn | 540 00 | 2,650 00 | 36 | 30 | 17 | 14 | Rented | 248 90 |
| Elroy | 450 00 | 1,450 00 | 18 | 20 | 10 | 10 | No | 248 90 |
| Ellsworth | 450 00 | 1,350 00 | 26 | 22 | 25 | 10 | No | 248 90 |
| Evansville | 450 00 | 2,650 00 | 40 | 25 | 31 | 25 | Sold | 248 90 |
| Fennimore | 765 00 | 1,215 00 | | | | | No | 248 90 |
| Florence | 522 50 | 2,145 00 | 10 | 21 | 6 | 5 | No | 248 90 |
| Fond du Lac | 708 33 | 5,520 00 | 113 | 70 | 66 | 36 | No | 248 90 |
| Fort Atkinson | 540 00 | 3,220 00 | 50 | 21 | 22 | 22 | No | 248 90 |
| Fox Lake | 388 50 | 1,675 00 | 19 | 17 | 13 | 7 | No | 248 90 |
| Glenwood | 405 00 | 1,305 00 | | | | | Free | 248 90 |
| Grand Rapids | 496 00 | 2,800 00 | 32 | 27 | 13 | 7 | Sold | 248 90 |
| Green Bay (East side) | 564 41 | 3,657 64 | 64 | 39 | 33 | 20 | No | 248 90 |
| Green Bay (West side) | 591 02 | 3,764 07 | 51 | 24 | 22 | 30 | No | 248 90 |
| Hammond | 450 00 | 1,050 00 | 40 | 12 | 40 | | Rented | 130 22 |

FREE HIGH SCHOOLS HAVING FOUR YEARS COURSES, 1898-99 — Continued.

| LOCATION. | Average yearly salary of assistants. | Total am't of salaries of principal and assistants. | TOTAL NUMBER PUPILS ENROLLED. | | | | Does H. S. Dist. f'rnish text books? If so, free, rented or sold? | High school apportionment, November, 1898. |
|---|---|---|---|---|---|---|---|---|
| | | | 1st grade. | 2d grade. | 3d grade. | 4th grade. | | |
| Hartford | $600 00 | $1,700 00 | 9 | 10 | 12 | 12 | No | $248 90 |
| Hayward | 575 00 | 2,500 00 | 12 | 12 | 12 | 4 | Free | 248 90 |
| Highland | 360 00 | 915 00 | | | | | Sold | 248 90 |
| Horicon | 550 00 | 1,605 00 | 15 | 12 | 12 | 21 | Sold | 248 90 |
| Hudson | 525 00 | 2,925 00 | | | | | | 248 90 |
| Hurley | 550 00 | 2,350 00 | | | | | No. | 248 90 |
| Janesville | 540 18 | 7,830 00 | 150 | 115 | 80 | 83 | No | 248 90 |
| Jefferson | 495 00 | 2,190 00 | 25 | 17 | 13 | 7 | Free | 248 90 |
| Juneau | 400 00 | 1,300 00 | 12 | 11 | 3 | 8 | No | 248 90 |
| Kaukauna | 525 00 | 2,675 00 | 97 | 20 | 18 | 9 | | 248 90 |
| Kenosha | 920 83 | 5,525 00 | 89 | 48 | 45 | 24 | No | 248 90 |
| Kewaunee | 500 00 | 1,950 00 | | | | | No | 248 90 |
| Lake Geneva | 585 00 | 2,770 00 | 23 | 16 | 16 | 12 | Free | 248 90 |
| Lake Mills | 402 00 | 2,010 00 | 42 | 23 | 21 | 10 | No | 248 90 |
| Lancaster | 465 00 | 2,895 00 | 61 | 36 | 42 | 22 | Rented | 248 90 |
| Lodi | 405 00 | 1,405 00 | 11 | 18 | 22 | 26 | No | 248 90 |
| Madison | 608 21 | 10,315 00 | 201 | 131 | 106 | 96 | No | 248 90 |
| Manawa | 360 00 | 1,035 00 | 13 | 11 | 7 | 4 | No | 405 00 |
| Marinette | 627 00 | 3,775 00 | 92 | 54 | 35 | 31 | Free | 248 90 |
| Marshall | 360 00 | 1,200 00 | 14 | 11 | 7 | 5 | No | 600 00 |
| Marshfield | 538 00 | 3,115 00 | 38 | 36 | 8 | 15 | No | 248 90 |
| Mauston | 495 00 | 2,190 00 | 33 | 32 | 13 | 12 | Free | 248 90 |
| Mayville | 363 50 | 900 00 | 29 | 13 | 13 | 14 | Sold | 248 90 |
| Mazomanie | 477 50 | 1,815 00 | 28 | 8 | 18 | 9 | Free | 248 90 |

*Statistical Tables.*

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Medford | 472 50 | 1,945 00 | 19 | 16 | 20 | 13 | Free | 248 90 |
| Menasha | 550 00 | 2,300 00 | 22 | 18 | 19 | 17 | No | 248 90 |
| Merrill | 545 00 | 2,635 00 | 71 | 36 | 10 | 27 | No | 248 90 |
| Milton Junction | 450 00 | 1,350 00 | 18 | 15 | 14 | 7 | Sold | 248 90 |
| Mineral Point | 562 50 | 2,425 00 | 49 | 30 | 22 | 13 | No. | 248 90 |
| Mondovi | 450 00 | 1,450 00 | 32 | 22 | 10 | 5 | No | 248 90 |
| Monroe | 610 00 | 3,580 00 | 53 | 47 | 30 | 25 | No | 248 90 |
| Montfort | 315 00 | 1,080 00 | 25 | 20 | 8 | 10 | No | 246 50 |
| Necedah | 495 00 | 1,595 00 | 22 | 16 | 12 | 10 | Sold | 248 90 |
| Neenah | 566 66 | 3,000 00 | 55 | 34 | 27 | 14 | Sold | 248 90 |
| Neillsville | 465 00 | 2,795 00 | 36 | 32 | 23 | 16 | No. | 248 90 |
| New Lisbon | 445 00 | 1,445 00 | 15 | 5 | 17 | 9 | No | 248 90 |
| New London | 450 00 | 2,100 00 | 26 | 18 | 19 | 9 | Sold | 248 90 |
| New Richmond | 450 00 | 2,227 50 | 64 | 38 | 24 | 21 | Rented | 248 90 |
| Oconomowoc | 540 00 | 2,820 00 | 55 | 39 | 19 | 12 | No. | 248 90 |
| Oconto | 525 00 | 2,775 00 | 34 | 20 | 12 | 12 | No | 248 90 |
| Omro | 405 00 | 1,215 00 | 31 | 20 | 6 | 13 | Sold | 248 90 |
| Onalaska | 405 00 | 1,355 00 | 16 | 18 | 15 | 11 | Free | 248 90 |
| Oregon | 405 00 | 1,255 00 | ..... | ..... | ..... | ..... | No | 248 90 |
| Palmyra | 405 00 | 1,080 00 | 3 | 16 | 18 | 21 | No | 246 50 |
| Pewaukee | 540 00 | 1,350 00 | 20 | 5 | 11 | 6 | Sold | 248 90 |
| Phillips | 450 00 | 1,450 00 | 15 | 6 | 3 | ..... | Free | 248 90 |
| Plainfield | 495 00 | 1,395 00 | 14 | 8 | 6 | 6 | No. | 248 90 |
| Plymouth | 472 50 | 2,145 00 | 50 | 38 | 35 | 15 | Sold | 248 90 |
| Portage | 616 66 | 3,450 00 | 42 | 41 | 33 | 27 | Free | 248 90 |
| Poynette | 405 00 | 1,205 00 | 21 | 10 | 4 | 6 | No. | 248 90 |
| Prairie du Chien | 450 00 | 2,000 00 | 25 | 18 | 23 | 17 | No. | 248 90 |
| Prairie du Sac | 625 00 | 1,625 00 | 22 | 20 | 7 | 11 | Free | 248 90 |
| Prescott | 540 00 | 1,140 00 | 14 | 14 | 12 | 4 | Sold | 248 90 |
| Randolph | 360 00 | 1,266 00 | 7 | 19 | 9 | 1 | No | 248 90 |
| Racine | 635 00 | 8,050 00 | 162 | 85 | 51 | 47 | No | 248 90 |
| Reedsburg | 573 00 | 1,673 00 | ..... | ..... | ..... | ..... | No | 248 90 |
| Rhinelander | 495 00 | 2,190 00 | 36 | 14 | 11 | 13 | Free | 248 90 |
| Rice Lake | 472 50 | 2,145 00 | 35 | 22 | 18 | 15 | Free | 248 90 |
| Richland Center | 495 00 | 2,835 00 | 42 | 49 | 31 | 29 | No | 248 90 |
| Ripon | 558 00 | 2,875 00 | 28 | 26 | 25 | 12 | No. | 248 90 |

FREE HIGH SCHOOLS HAVING FOUR YEARS COURSES, 1898-99—Continued.

| Location. | Average yearly salary of assistants. | Total am't of salaries of principal and assistants. | Total Number of Pupils Enrolled. | | | | Does H. S. Dist. f'rnish text-books? If so, free, rented, or sold? | High School apportionment November, 1898. |
|---|---|---|---|---|---|---|---|---|
| | | | 1st grade. | 2d grade. | 3d grade. | 4th grade. | | |
| River Falls | $517 50 | $2,235 00 | 25 | 24 | 10 | 11 | Free | $248 90 |
| Sauk City | 540 00 | 1,440 00 | 19 | 16 | 8 | 5 | Free | 248 90 |
| Seymour | 475 00 | 1,305 00 | 8 | 15 | 22 | 27 | Sold | 248 90 |
| Sharon | 427 50 | 1,755 00 | 18 | 5 | 8 | 4 | Rented | 248 90 |
| Shawano | 427 50 | 1,855 00 | 20 | 22 | 22 | 20 | No | 248 90 |
| Sheboygan | 678 58 | 6,450 00 | 78 | 35 | 39 | 39 | | 248 90 |
| Sheboygan Falls | 500 00 | 1,600 00 | 17 | 12 | 11 | 5 | Sold | 248 90 |
| Shullsburg | 498 75 | 1,947 50 | 21 | 20 | 13 | 9 | No | 248 90 |
| Sparta | 616 25 | 4,075 00 | 61 | 51 | 46 | 28 | Free | 248 90 |
| Spring Green | 450 00 | 2,000 00 | | | | | No | 248 90 |
| Stevens Point | 630 83 | 5,585 00 | 64 | 36 | 22 | 18 | No | 248 90 |
| Stoughton | 495 00 | 2,190 00 | 30 | 25 | 22 | 15 | Free | 248 90 |
| Sturgeon Bay | 500 00 | 2,100 00 | 35 | 22 | 11 | 11 | No | 248 90 |
| Sun Prairie | 427 50 | 1,377 50 | 20 | 9 | 6 | 10 | No | 248 90 |
| Tomah | 416 25 | 3,065 00 | 60 | 34 | 25 | 14 | Free | 248 90 |
| Tomahawk | 495 00 | 1,990 00 | 13 | 29 | 12 | | Free | 248 90 |
| Two Rivers | 500 00 | 2,200 00 | 24 | 10 | 17 | 5 | Sold | 248 90 |
| Union Grove | 315 00 | 900 00 | 7 | 14 | 14 | 3 | No | 235 30 |
| Viroqua | 450 00 | 2,710 00 | 80 | 41 | 16 | 19 | Free | 248 90 |
| Walworth | 360 00 | 1,080 00 | 10 | 16 | 4 | | No | 246 50 |
| Washburn | 600 00 | 2,400 00 | 11 | 23 | 16 | 16 | Free | 248 90 |
| Waterloo | 360 00 | 1,560 00 | 32 | 9 | 15 | 7 | Free | 248 90 |
| Watertown | 762 00 | 4,750 00 | 78 | 52 | 32 | 21 | Free | 248 90 |
| Waukesha | 620 00 | 4,900 00 | 76 | 58 | 32 | 22 | Sold | 248 90 |

*Statistical Tables.*

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Waupaca | 538 33 | 2,815 00 | 45 | 34 | 23 | 13 | No | | 248 90 |
| Waupun (So. ward) | 405 00 | 1,805 00 | 44 | 19 | 19 | 15 | No | | 248 90 |
| Waupun (No. ward) | 450 00 | 1,450 00 | 13 | 11 | 10 | 9 | No | | 248 90 |
| Wausau | 593 33 | 4,810 00 | 87 | 49 | 44 | 21 | No | | 248 90 |
| Wauwatosa | 661 66 | 2,842 14 | 32 | 21 | 16 | 17 | No | | 248 90 |
| West Bend | 525 00 | 2,150 00 | 51 | 31 | 25 | 22 | No | | 248 90 |
| West De Pere | 427 50 | 1,755 00 | 30 | 20 | 15 | 9 | Free | | 248 90 |
| West Salem | 405 00 | 1,260 00 | 22 | 12 | 16 | 9 | Free | | 248 90 |
| Weyauwega | 450 00 | 1,125 00 | 31 | 23 | 13 | 7 | No | | 248 90 |
| Whitewater | 600 00 | 4,600 00 | 90 | 35 | 29 | 21 | No | | 248 90 |
| Winneconne | 360 00 | 1,125 00 | 12 | 3 | 3 | 4 | No | | 201 60 |
| Wonewoc | 450 00 | 1,250 00 | 19 | 8 | 9 | 7 | Free | | 248 90 |

## FREE HIGH SCHOOLS HAVING FOUR YEARS COURSES, 1898-99.

| LOCATION. | GRADUATES, 1898. | | NO. GRADUATES, 1898, WHO HAVE TAUGHT SINCE. | | GRADUATES THIS YEAR. | | GRADUATES SINCE ORGANIZATION OF SCHOOL. | | Is school on Univ. Wis. accredited list? | No. non-resident pupils during year. | Rate tuition for non-residents per month. | Total am't received for tuition. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| Totals and av. | 673 | 1,091 | 146 | 436 | 765 | 1,673 | 6,584 | 11,444 | | 2,730 | $1 60 | $35,878 00 |
| Algoma | 7 | 4 | 1 | 1 | 2 | 6 | 18 | 28 | No | 16 | $1 00 | ..... |
| Antigo | 4 | 5 | 1 | 3 | 7 | 9 | 40 | 58 | Yes | 16 | ..... | ..... |
| Appleton, 2d dist. | 5 | 15 | ..... | 5 | 7 | 5 | 94 | 229 | Yes | 51 | 1 67 | $907 00 |
| Appleton, 3d dist. | 2 | 1 | 2 | 1 | 7 | 6 | 37 | 40 | Yes | ..... | ..... | ..... |
| Arcadia | 8 | 6 | 3 | 1 | 11 | 5 | 68 | 56 | Yes | 25 | 2 00 | 397 05 |
| Argyle | 2 | ..... | 11 | 16 | 2 | 5 | 25 | 28 | No | 16 | 1 00 | 146 75 |
| Ashland | 2 | 12 | ..... | 4 | 6 | 4 | 24 | 47 | Yes | ..... | ..... | ..... |
| Augusta | 5 | 3 | 3 | 2 | 2 | 6 | 31 | 38 | Yes | 15 | 1 83 | 184 25 |
| Bangor | ..... | ..... | ..... | ..... | 2 | 2 | 2 | 2 | No | 5 | 1 50 | 67 50 |
| Baraboo | 8 | 17 | ..... | 8 | 12 | 20 | ..... | ..... | Yes | 60 | 2 00 | 862 60 |
| Bayfield | 2 | 5 | 2 | 16 | 1 | 3 | 14 | 35 | Yes | ..... | ..... | ..... |
| Beaver Dam | 4 | 8 | 1 | 2 | 6 | 7 | 78 | 166 | Yes | 6 | 1 30 | 70 00 |
| Beloit | 5 | 27 | ..... | 5 | 7 | 13 | 111 | 362 | Yes | 19 | 2 00 | 305 50 |
| Berlin | 4 | 7 | 1 | 5 | 5 | 10 | 213 | 170 | Yes | 37 | 1 26 | 420 00 |
| Birnamwood | 3 | 2 | 1 | 2 | ..... | 4 | 6 | 8 | No | 7 | 1 00 | 50 00 |
| Black Earth | ..... | 4 | ..... | 1 | 1 | 5 | 34 | 41 | No | 17 | 1 34 | 147 87 |
| Black River Falls | 10 | 10 | 5 | 7 | 5 | 7 | 70 | 132 | Yes | 24 | 2 00 | 397 60 |
| Bloomington | 3 | 5 | 1 | 4 | 1 | 6 | 27 | 59 | No | ..... | 1 60 | 141 72 |
| Boscobel | 3 | 6 | 1 | 3 | 11 | 8 | 60 | 78 | Yes | 18 | ..... | 214 00 |
| Brandon | 6 | 3 | 2 | 1 | ..... | 4 | 48 | 71 | No | 20 | 1 50 | 270 00 |

*Statistical Tables.*

| | | |

FREE HIGH SCHOOLS HAVING FOUR YEARS COURSES, 1898-99 — Continued.

| LOCATION. | GRADUATES, 1898. | | NO. GRADUATES, 1898, WHO HAVE TAUGHT SINCE. | | GRADTATES THIS YEAR. | | GRADUATES SINCE ORGANIZATION OF SCHOOL. | | Is school on Univ. Wis. accredited list? | No. non-resident pupils during year. | Rate tuition for non-residents per month. | Total am't received for tuition. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| Hammond | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | No | 24 | $2 00 | $245 00 |
| Hartford | 5 | 3 | 1 | 2 | 5 | 7 | 28 | 38 | Yes | 19 | 2 00 | 310 00 |
| Hayward | ..... | 4 | ..... | 4 | ..... | 3 | 6 | 14 | No | ..... | 1 50 | ..... |
| Highland | ..... | ..... | ..... | ..... | 3 | 3 | 26 | 40 | No | 6 | 1 40 | 45 35 |
| Horicon | 6 | 8 | ..... | ..... | 6 | 8 | 43 | 82 | Yes | 21 | 2 00 | 420 00 |
| Hudson | ..... | ..... | ..... | ..... | 7 | 5 | 50 | 95 | Yes | 9 | 2 00 | 126 05 |
| Hurley | ..... | 4 | ..... | ..... | ..... | 4 | 5 | 10 | No | ..... | ..... | ..... |
| Janesville | 14 | 30 | 1 | 4 | 28 | 46 | 151 | 285 | Yes | 70 | 1 66 | 870 00 |
| Jefferson | 6 | 10 | 5 | 5 | 3 | 3 | 37 | 58 | Yes | 14 | 2 00 | 234 00 |
| Juneau | 2 | 1 | ..... | 1 | 4 | 4 | 17 | 23 | No | 4 | 1 50 | 51 00 |
| Kaukauna | 2 | 2 | ..... | 2 | 5 | 4 | 22 | 31 | Yes | 2 | 66 | 10 00 |
| Kenosha | 3 | 15 | ..... | ..... | 3 | 19 | 43 | 113 | Yes | 40 | 2 40 | 786 00 |
| Kewaunee | 7 | 3 | 3 | 2 | 7 | 4 | 52 | 64 | Yes | 11 | 2 50 | 240 00 |
| Lake Geneva | 3 | 4 | 1 | .... | 6 | 6 | ..... | ..... | Yes | 14 | 75 | 227 00 |
| Lake Mills | 4 | 5 | ..... | 4 | 3 | 4 | 49 | 77 | Yes | 32 | 1 68 | 402 00 |
| Lancaster | 4 | 11 | ..... | 6 | 6 | 13 | 81 | 126 | Yes | 33 | 1 60 | 350 00 |
| Lodi | 4 | 8 | 1 | 3 | 1 | 10 | 85 | 122 | Yes | 33 | 1 66 | ..... |
| Madison | 29 | 35 | ..... | ..... | 37 | 42 | 284 | 426 | Yes | 39 | 2 63 | 938 00 |
| Manawa | 4 | 4 | 2 | 1 | 4 | ..... | 21 | 19 | No | 4 | 1 00 | 36 00 |
| Marinette | 6 | 16 | ..... | 6 | 11 | 20 | 47 | 107 | Yes | 3 | 75 | ..... |
| Marshall | ..... | 7 | ..... | 1 | ..... | 4 | ..... | ..... | No | 18 | 1 33 | 158 68 |
| Marshfield | 2 | 6 | ..... | 1 | 6 | 9 | 19 | 40 | Yes | 9 | 1 00 | 58 75 |
| Mauston | 5 | 7 | 3 | 6 | 4 | 7 | 59 | 68 | Yes | 24 | 2 00 | 282 00 |

*Statistical Tables.*

| | | |

FREE HIGH SCHOOLS HAVING FOUR YEARS COURSES, 1898-99—Continued.

| LOCATION. | GRADUATES, 1898. | | No. GRADUATES, 1893, WHO HAVE TAUGHT SINCE. | | GRADUATES THIS YEAR. | | GRADUATES SINCE ORGANIZATION OF SCHOOL. | | Is school on Univ. Wis. accredited list? | No. non-resident pupils during year. | Rate tuition for non-residents per month. | Total am't received for tuition. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| Richland Center | 8 | 5 | 4 | 1 | 9 | 11 | ..... | ..... | Yes..... | 25 | $3 00 | ..... |
| Ripon..... | 5 | 6 | ..... | ..... | 5 | 7 | 59 | 101 | Yes..... | 7 | 2 00 | $95 00 |
| River Falls..... | 3 | 3 | ..... | 1 | 6 | 3 | ..... | ..... | Yes..... | 20 | 1 40 | 183 05 |
| Sauk City..... | 3 | 3 | 1 | 3 | 2 | 3 | 31 | 32 | Yes..... | 5 | 2 00 | 84 00 |
| Seymour..... | 6 | 4 | 3 | 3 | 2 | 1 | 24 | 16 | Yes..... | 23 | 1 25 | 239 65 |
| Sharon..... | 3 | 5 | 1 | ..... | ..... | 3 | 23 | 46 | Yes..... | 13 | 2 00 | 216 00 |
| Shawano..... | 3 | 5 | 1 | 2 | 4 | 12 | 39 | 67 | Yes..... | 20 | 1 66 | 260 52 |
| Sheboygan..... | 3 | 14 | 1 | 7 | 19 | 20 | 70 | 156 | Yes..... | 7 | 2 50 | 170 00 |
| Sheboygan Falls. | 2 | 5 | ..... | 2 | 1 | 4 | 60 | 79 | Yes..... | 9 | 1 00 | 147 00 |
| Shullsburg..... | 2 | ..... | ..... | ..... | 2 | 7 | 40 | 96 | Yes..... | 17 | 2 00 | 290 00 |
| Sparta..... | 5 | 11 | 1 | 7 | 5 | 20 | 106 | 170 | Yes..... | 43 | 2 40 | 933 35 |
| Spring Green.... | 6 | 9 | 1 | 6 | 6 | 6 | ..... | ..... | Yes ..... | 33 | 2 00 | 532 00 |
| Stevens Point... | 4 | 13 | ..... | 3 | 11 | 7 | 86 | 182 | Yes ..... | 2 | 1 58 | 20 00 |
| Stoughton ..... | ..... | 8 | ..... | ..... | 3 | 12 | 37 | 89 | Yes ..... | 16 | 50 | 223 03 |
| Sturgeon Bay ... | 2 | 9 | 1 | 4 | ..... | 10 | 32 | 72 | Yes ..... | 5 | 1 50 | 22 53 |
| Sun Prairie ..... | 2 | 7 | ..... | 3 | 4 | 4 | 27 | 47 | Yes ..... | 16 | 1 50 | 223 38 |
| Tomah..... | 5 | 12 | ..... | ..... | 4 | 10 | 80 | 100 | Yes ..... | 40 | 1 75 | 500 00 |
| Tomahawk ..... | 3 | 3 | 1 | 2 | ..... | ..... | 3 | 3 | No. ..... | 2 | 1 50 | 13 50 |
| Two Rivers..... | 4 | 1 | ..... | 1 | 1 | 3 | ..... | ..... | Yes ..... | 5 | 1 50 | 70 00 |
| Union Grove .... | 3 | 3 | ..... | 2 | 2 | 1 | 5 | 4 | No ..... | 12 | 1 00 | 103 00 |
| Viroqua..... | 7 | 8 | ..... | ..... | 6 | 11 | 63 | 109 | ..... | 63 | 2 50 | 1,155 00 |
| Walworth ..... | ..... | ..... | ..... | ..... | ..... | ..... | 17 | 22 | No. ..... | 6 | 2 50 | 101 10 |
| Washburn..... | 1 | 9 | ..... | 5 | 4 | 5 | 11 | 32 | ..... | 2 | ..... | ..... |

*Statistical Tables.*

| | | |

FREE HIGH SCHOOLS HAVING THREE YEARS COURSES, 1898-99.

| Location. | Principal. | Legal qualifications of principal. | Salary of the principal. | No. Teachers Employed. | | Enrollment in High School. | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | *Pupils under 20 years of age.* | | | Pupils over 20. |
| | | | | Male. | Fem. | Male. | Fem. | Total. | |
| Totals..... | ..... | ..... | $39,803 50 | 63 | 15 | 915 | 1,201 | 2,116 | 30 |
| Albany..... | J. A. Montgomery. | Unlimited State Cert.. | $650 00 | 1 | 1 | 12 | 17 | 29 | ..... |
| Alma..... | J. H. Bille ..... | River Falls N. S. Dip.. | 1,000 00 | 2 | ..... | 37 | 23 | 60 | ..... |
| Almond ..... | A. H. Haberkorn.. | Oshkosh N. S. Dip .... | 200 00 | 1 | ..... | 18 | 12 | 30 | ..... |
| Amherst ..... | H. S. Perry ..... | Stevens Point N. S. Dip | 675 00 | 1 | ..... | 12 | 15 | 27 | ..... |
| Avoca..... | V. L. Rehn ..... | Univ. of Wis. Dip..... | 840 00 | 1 | ..... | 16 | 20 | 36 | ..... |
| Barron..... | W. S. Freeman.... | River Falls N. S. Dip.. | 900 00 | 1 | 1 | 27 | 34 | 61 | ..... |
| Belleville..... | A. G. Hough ..... | Univ. of Wis. Dip..... | 176 00 | 1 | ..... | 17 | 22 | 39 | ..... |
| Benton..... | H. C. Case..... | Platteville N. S. Dip... | 585 00 | 1 | ..... | 13 | 13 | 26 | ..... |
| Bloomer..... | Elmer C. Roberts.. | Platteville N. S. Dip... | 900 00 | 1 | ..... | 21 | 32 | 53 | 1 |
| Brillion ..... | R. E. Carncross... | Whitewater N. S. Dip.. | 765 00 | 1 | ..... | 18 | 9 | 27 | ..... |
| Cambria ..... | C. E. Spicer..... | Unlimited State Cert.. | 780 00 | 1 | ..... | 8 | 11 | 19 | ..... |
| Cadott ..... | H. J. Mortensen... | Stevens Point N. S. Dip | 585 00 | 1 | ..... | 10 | 23 | 33 | ..... |
| Cambridge ..... | John L. Hooper ... | Milwaukee N. S. Dip .. | 720 00 | 1 | 1 | 26 | 23 | 49 | ..... |
| Cedarburg ..... | Charles Lau..... | Unlimited State Cert .. | 1,000 00 | 1 | ..... | 17 | 11 | 28 | ..... |
| Cuba City..... | Emery Bray..... | Platteville N. S. Dip ... | 540 00 | 1 | 1 | 17 | 21 | 38 | 1 |
| Fairchild..... | E. M. Beeman.... | Univ. of Wis. Dip ..... | 1,100 00 | 1 | ..... | 13 | 20 | 33 | ..... |
| Friendship ,.... | S. A. Stivers..... | Milwaukee N. S. Dip .. | 540 00 | 1 | ..... | 11 | 7 | 18 | ..... |
| Glenbeulah .... | F. J. Curtis..... | Oshkosh N. S. Cert.... | 675 00 | 1 | ..... | 32 | 21 | 53 | 1 |
| Greenwood ..... | B. O. Dodge..... | Unlimited State Cert.. | 810 00 | 1 | 1 | 22 | 47 | 69 | ..... |
| Hazel Green.... | C. J. Morris ..... | Northern Ill. N. S. Dip. | 675 00 | 1 | ..... | 16 | 20 | 36 | ..... |
| Hillsboro..... | A. F. Elmegreen .. | Limited State Cert .... | 750 00 | 1 | ..... | 10 | 15 | 25 | 1 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Humbird | W. F. Lusk | River Falls N. S. Dip | 585 00 | 2 | | 9 | 6 | 15 | 2 |
| Kiel | G. M. Morrissey | Unlimited State Cert | 800 00 | 2 | | 21 | 13 | 34 | |
| Linden | S. Miles W. Th'mas | Platteville N. S. Dip | 585 00 | 1 | | 10 | 12 | 22 | |
| Lone Rock | Alvan B. Cook | Limited State Cert | 495 00 | 1 | | 7 | 13 | 20 | |
| Loyal | D. L. Hennessey | River Falls N. S. Dip | 440 00 | 1 | | 13 | 24 | 37 | |
| Marion | A. A. Blandin | Unlimited State Cert | 720 00 | 1 | | 1 | 16 | 17 | |
| Merrillan | F. F. Wood | Unlimited State Cert | 810 00 | 2 | | 17 | 23 | 40 | 1 |
| Middleton | T. T. Blakely | Univ. of Wis. Dip | 750 00 | 1 | | 14 | 17 | 31 | |
| Montello | Monrits Mortenson | Oshkosh N. S. Dip | 720 00 | 1 | | 8 | 32 | 40 | |
| Mount Hope | Geo. Zimmerman | Limited State Cert | 540 00 | 1 | 1 | 20 | 30 | 50 | |
| Muscoda | Geo. W. Rankin | Whitewater N. S. Dip | 675 00 | 2 | 2 | 13 | 31 | 44 | 1 |
| Oakfield | A. M. Olson | Oshkosh N. S. Dip | 1,000 00 | 1 | | 16 | 29 | 45 | 1 |
| Oakwood | M. H. Powell | Oshkosh N. S. Dip | 585 00 | 1 | | 16 | 8 | 24 | |
| Pepin | Wm. Darling | Milwaukee N. S. Dip | 675 00 | 1 | | 18 | 24 | 42 | 2 |
| Peshtigo | J. M. Bold | Univ. of Wis. Dip | 900 00 | 1 | 1 | 10 | 31 | 41 | |
| Platteville | Chas. W Macomber | Limited State Cert | 1,200 00 | 2 | 1 | 28 | 42 | 70 | |
| Pt. Washington | T. J. Jones | Platteville N. S. Dip | 1,000 00 | 1 | | 23 | 8 | 31 | |
| Potosi | B. L. Bohn | Unlimited State Cert | 630 00 | 1 | 1 | 12 | 19 | 31 | |
| Reeseville | M. E. Terry | Unlimited State Cert | 720 00 | 1 | | 16 | 20 | 36 | |
| Rosendale | Alice N. Tetherly | Unlimited State Cert | 630 00 | | 1 | 17 | 19 | 36 | |
| Sextonville | Chas. E. Gilmore | Platteville N. S. Dip | 450 00 | 2 | 1 | 32 | 33 | 65 | 9 |
| Shell Lake | John N. Foster | Unlimited State Cert | 1,100 00 | 1 | 1 | 18 | 41 | 59 | |
| Soldiers Grove | Benj. L. Birkbeck | Platteville N. S. Dip | 540 00 | 1 | | 14 | 15 | 59 | 1 |
| St. Croix Falls | Wm. N. Hedback | Stevens Point N. S. Dip | 630 00 | 1 | | 11 | 19 | 30 | 1 |
| So. Milwaukee | John E. Roets | Limited State Cert | 1,100 00 | 1 | 1 | 21 | 27 | 48 | |
| Stanley | Thos. W. Davies | Oshkosh N. S. Dip | 900 00 | 1 | | 21 | 22 | 43 | 1 |
| Stockbridge | E. W. McCrary | Unlimited State Cert | 490 00 | 1 | | 18 | 18 | 36 | 2 |
| Thorp | A. C. Finn | Univ. of Wis. Dip | 675 00 | 1 | | 16 | 34 | 50 | 1 |
| Trempealeau | Edw. A. Ketcham | Unlimited State Cert | 720 00 | 1 | | 15 | 25 | 40 | |
| Unity | G. A. Rogers | River Falls N. S. Dip | 585 00 | 1 | | 12 | 12 | 24 | |
| Viola | R. H. Burns | Platteville N. S. Dip | 645 00 | 2 | | 18 | 34 | 52 | 2 |
| Waldo | John W. Steenis | Oshkosh N. S. Cert | 607 50 | 1 | | 21 | 32 | 53 | |
| Westfield | Chas. G. Hosmer | Platteville N. S. Dip | 720 00 | 1 | | 8 | 26 | 34 | |
| Wilton | Wm. Harrison | Stevens Point N. S. Dip | 585 00 | 1 | | 13 | 20 | 33 | 2 |
| Wittenburg | P. F. Dolan | Platteville N. S. Dip | 630 00 | 1 | | 15 | 10 | 25 | |

## FREE HIGH SCHOOLS HAVING THREE YEARS COURSES, 1898-99.

| LOCATION. | Average daily attendance. | No. of days ta'ght | Pupils in English branches only. | Pupils in German. | Pupils in Latin. | Pupils in Greek. | Pupils in both Latin and German. | Pupils in both Latin and Greek | COST OF INSTRUCTION IN | | | AVERAGE AGE OF PUPILS | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | *Entering.* | | *Leaving.* | |
| | | | | | | | | | German. | Latin. | Greek | Male. | Female. | Male. | Female. |
| Totals and av. | 1,488 | 10,005 | 1,934 | 68 | 13 | ..... | 5 | ..... | 346 75 | 101 25 | | 14.7 | 14.4 | 17.4 | 17.5 |
| Albany | ..... | 180 | 25 | 4 | .... | ..... | ..... | ..... | ..... | ..... | ..... | 15.5 | 15 | ..... | ..... |
| Alma | 49 | 180 | 45 | 15 | .... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 14 | 18 | 18 |
| Almond | 22 | 100 | 30 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 16 | 15 | ..... | ..... |
| Amherst | 19 | 180 | 27 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 15 | 18 | 18 |
| Avoca | 28 | 180 | 36 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 13 | 18 | 17 |
| Barron | 44 | 180 | 52 | 9 | .... | ..... | ..... | ..... | 112 50 | ..... | ..... | 15.7 | 15.6 | 16 | 17.3 |
| Belleville | 29 | 180 | 39 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 15 | 16 | 16 |
| Benton | 21 | 180 | 26 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 15.5 | 15 | ..... | ..... |
| Bloomer | 47 | 180 | 54 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 16.6 | 15 | 17.8 | 16.6 |
| Brillion | 22 | 180 | 27 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 14 | 16.6 | ..... |
| Cambria | 16 | 180 | 19 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 17 | 16 | 17 | ..... |
| Cadott | 28 | 180 | 32 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 15.5 | 15 | 16.5 | 16.5 |
| Cambridge | 36 | 180 | 49 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 13 | 18 | 16 |
| Cedarburg | 23 | 200 | 28 | 18 | .... | ..... | ..... | ..... | 133 00 | ..... | ..... | 15 | 14.5 | 18 | 17.5 |
| Cuba City | ..... | 180 | 26 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 16 | 17 | 18 | 20 |
| Fairchild | 22 | 180 | 33 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 14 | 17 | 17 |
| Friendship | 16 | 180 | 18 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 15 | 17.5 | 17.5 |
| Glenbeulah | 43 | 180 | 54 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Greenwood | 50 | 180 | 69 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 13 | 19 | 18 |
| Hazel Green | 27 | 180 | 36 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 15 | 18 | 17 |
| Hillsboro | 19 | 180 | 26 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 14.5 | 14 | 17.5 | 17 |

*Statistical Tables.*

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Humbird | 13 | 180 | 17 | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 14 | 17 | 17 |
| Kiel | 30 | 180 | 23 | 12 | .. | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 15 | 18 | 18 |
| Linden | 17 | 180 | 22 | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 15 | 18 | 18 |
| Lone Rock | 11 | 180 | 20 | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 13 | 13 | 18 | 18 |
| Loyal | 30 | 180 | 37 | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 15 | 17.5 | 17.5 |
| Marion | 14 | 180 | 17 | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 14.1 | 14 | 14.1 |
| Merrillan | 35 | 180 | 41 | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 14 | 17 | 17 |
| Middleton | 28 | 180 | 31 | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 16 | 14 | 16.6 | 17 |
| Montello | 33 | 180 | 40 | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 14 | 18 | 16.6 |
| Mount Hope | 36 | 180 | 50 | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 11 | 12 | 19 | 18 |
| Muscoda | ..... | 180 | ..... | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 14.6 | 14.7 | ..... | 17.6 |
| Oakfield | 43 | 180 | 46 | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 13.5 | 17.5 | 17 |
| Oakwood | 21 | 180 | 24 | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 15.2 | 14.6 | 17.7 | 17.5 |
| Pepin | 32 | 180 | 44 | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 13 | 16 | 17 |
| Peshtigo | 33 | 200 | 41 | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 15 | 18 | 18 |
| Platteville | 56 | 180 | 47 | 10 | 13 | ..... | 5 | ..... | 101 25 | 101 25 | ..... | 15.2 | 15 4 | 15 | 17.2 |
| Pt. Washington | 27 | 200 | ..... | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 15 | 17 | 17 |
| Potosi | 26 | 180 | 31 | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 16 | 16 | 17 | 17 |
| Reeseville | 26 | 180 | 36 | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 13 | 13 | ..... | 18 |
| Rosendale | 30 | 176 | 36 | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 16 | 16 | 16.6 |
| Sextonville | 47 | 160 | 74 | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 16 | 15 | 21 | 18 |
| Shell Lake | 43 | 180 | 59 | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 14 | 19 | 18 |
| Soldiers Grove | 23 | 180 | 30 | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 16 | 15.4 | 18.3 | 16 |
| St. Croix Falls | 21 | 179 | 31 | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 16 | 15 | 17 | 17 |
| So. Milwaukee | 39 | 190 | 48 | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 14 | 18 | 17 |
| Stanley | 31 | 180 | 44 | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 13 | 16 | 16 |
| Stockbridge | 27 | 140 | 38 | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 14.5 | 13.5 | 17 | 15.5 |
| Thorp | ..... | 180 | 50 | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 14 | 17 | 17 |
| Trempealeau | 35 | 180 | 40 | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 14 | 17 | 17 |
| Unity | 19 | 180 | 24 | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 15 | 18 | 18 |
| Viola | 33 | 180 | 54 | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 16 | 18 | 19 |
| Waldo | 41 | 180 | 53 | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 16 | 15 | 18 | 17 |
| Westfield | 27 | 180 | ..... | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 14 | 18 | 17 |
| Wilton | ..... | 180 | 35 | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 14 | 22 | 17 |
| Wittenberg | ..... | 180 | ..... | .. | .. | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 12 | 16 | ..... |

## FREE HIGH SCHOOLS HAVING THREE YEARS COURSES, 1898-99.

| LOCATION. | Average yearly salary of assistants. | Total am't of salaries of principals and assistants. | TOTAL NUMBER OF PUPILS ENROLLED. | | | | Does H. S. Dist. f'rnish text-books? If so, free, rented or sold? | High School apportionment, November, 1898. |
|---|---|---|---|---|---|---|---|---|
| | | | 1st grade | 2d grade. | 3d grade. | 4th grade. | | |
| Total and avs... | $339 31 | $43,678 36 | 791 | 557 | 433 | 28 | ..... | $9,701 66 |
| Albany | $105 00 | $1,055 00 | 7 | ..... | 12 | 10 | No | $248 98 |
| Alma | 405 00 | 1,450 00 | 28 | 18 | 8 | 6 | Free | 248 98 |
| Almond | ..... | 200 00 | ..... | ..... | ..... | ..... | No | 46 60 |
| Amherst | ..... | 675 00 | 6 | 7 | 9 | ..... | No | 168 06 |
| Avoca | ..... | ..... | 14 | 12 | 10 | ..... | No | 112 04 |
| Barron | 405 00 | 1,305 00 | 27 | 18 | 11 | 6 | No | 248 98 |
| Belleville | ..... | 765 00 | 21 | 9 | 9 | ..... | Sold | 186 25 |
| Benton | ..... | 585 00 | 15 | 11 | ..... | ..... | No | ..... |
| Bloomer | ..... | 900 00 | 22 | 14 | 18 | ..... | Free | 224 09 |
| Brillion | ..... | 765 00 | 4 | 8 | 15 | ..... | Sold | 190 48 |
| Cambria | ..... | 780 00 | 18 | ..... | 1 | ..... | No | ..... |
| Cadott | ..... | 585 00 | 17 | 7 | 6 | ..... | No | 156 82 |
| Cambridge | 202 50 | 922 50 | 9 | 20 | 14 | 6 | No | 199 20 |
| Cedarburg | ..... | 1,000 00 | 14 | ..... | 14 | ..... | Sold | 248 98 |
| Cuba City | 270 00 | 810 00 | 15 | 6 | 5 | ..... | No | 133 05 |
| Fairchild | ..... | 1,100 00 | 14 | 12 | 7 | ..... | Free | 248 98 |
| Friendship | ..... | 540 00 | 8 | 10 | ..... | ..... | No | 134 45 |
| Glenbeulah | ..... | 675 00 | ..... | ..... | ..... | ..... | No | 156 86 |
| Greenwood | 315 00 | 1,125 00 | 25 | 13 | 15 | ..... | Free | 246 50 |
| Hazel Green | ..... | 675 00 | 13 | 9 | 14 | ..... | Sold | 168 06 |
| Hillsboro | ..... | 750 00 | 10 | 9 | 7 | ..... | Free | 186 24 |
| Humbird | 337 50 | 621 36 | 6 | 5 | 4 | ..... | Free | 146 90 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Kiel | 342 00 | 1,062 00 | | | | | Rented | 248 98 |
| Linden | | 585 00 | 7 | 5 | 10 | | No | 145 66 |
| Lone Rock | | 495 00 | | | | | No | 145 66 |
| Loyal | | 540 00 | 17 | 9 | 11 | | No | 134 45 |
| Marion | | | 8 | 7 | 2 | | Sold | |
| Merrillan | 67 50 | 877 50 | | | | | Sold | 248 98 |
| Middleton | | 750 00 | 13 | 9 | 9 | | No | 174 30 |
| Montello | | 720 00 | 17 | 16 | 7 | | No | 179 28 |
| Mount Hope | 225 00 | 765 00 | 14 | 4 | 2 | | Sold | 205 42 |
| Muscoda | | 700 00 | 19 | 14 | 9 | | No | 248 98 |
| Oakfield | | 1,000 00 | 14 | 16 | 16 | | No | 248 98 |
| Oakwood | | 585 00 | 8 | 10 | 6 | | No | 156 36 |
| Pepin | | 675 00 | 6 | 12 | 26 | | Free | 168 06 |
| Peshtigo | 560 00 | 900 00 | 9 | 6 | 26 | | No | 248 98 |
| Platteville | 250 00 | 1,700 00 | 44 | 19 | 7 | | Free | 248 98 |
| Port Washington | | 1,000 00 | | | | | No | 224 09 |
| Potosi | 270 00 | 900 00 | 10 | 17 | 4 | | No | 201 18 |
| Reeseville | | 720 00 | 28 | 5 | 3 | | No | 168 06 |
| Rosendale | | 630 00 | 9 | 12 | 15 | | No | 156 36 |
| Sextonville | 240 00 | 802 50 | 46 | 21 | 7 | | No | 199 20 |
| Shell Lake | 517 50 | 1,617 50 | 25 | 14 | 15 | | | 248 98 |
| Soldiers Grove | | 465 00 | 14 | 11 | 4 | | No | 33 60 |
| St. Croix Falls | | 630 00 | 20 | 6 | 5 | | Free | 179 27 |
| So. Milwaukee | 617 50 | 1,717 50 | 23 | 17 | 8 | | No | 248 98 |
| Stanley | | 900 00 | 23 | 21 | | | Free | 224 09 |
| Stockbridge | | 490 00 | 15 | 15 | 8 | | No | 126 48 |
| Thorp | | 675 00 | 20 | 25 | 5 | | Free | |
| Trempealeau | | 720 00 | 12 | 12 | 16 | | No | 179 28 |
| Unity | | 585 00 | | | | | Free | 126 98 |
| Viola | | 645 00 | 27 | 22 | 5 | | Loaned | 204 17 |
| Waldo | | 607 50 | 23 | 22 | 8 | | No | 151 26 |
| Westfield | | 675 00 | 13 | 12 | 9 | | No | 179 27 |
| Wilton | | 585 00 | 14 | 10 | 11 | | Sold | 190 48 |
| Wittenberg | | 675 00 | | | | | Sold | 156 36 |

## FREE HIGH SCHOOLS HAVING THREE YEARS COURSES, 1898-99.

| Location. | Graduates, 1898. | | No. Graduates, 1898, Who have Taught Since. | | Graduates this Year. | | Graduates Since Organization of School. | | Is school on Univ. Wis. accredited list. | No. non-resident pupils during year. | Rate tuition for non-residents per month. | Total am't received for tuition. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| Totals and av. | 127 | 172 | 28 | 61 | 127 | 182 | 780 | 1,127 | | 574 | $1 44 | $5,346 99 |
| Albany | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | No | 10 | $1 25 | $24 35 |
| Alma | 2 | 4 | ..... | ..... | 1 | 2 | 24 | 41 | No | 6 | 1 50 | 30 00 |
| Almond | ..... | ..... | ..... | ..... | 2 | ..... | 2 | ..... | No | 12 | 1 00 | ..... |
| Amherst | 5 | 3 | 1 | 1 | 1 | 1 | 14 | 27 | No | 2 | 2 00 | 36 00 |
| Avoca | 3 | 6 | 1 | 2 | 3 | 4 | ..... | ..... | No | 10 | 1 00 | 68 00 |
| Barron | 2 | 5 | ..... | 4 | 1 | 3 | 18 | 23 | No | 13 | 1 50 | 130 92 |
| Belleville | 7 | 5 | ..... | 2 | 2 | 5 | 23 | 32 | No | 19 | 1 60 | 195 76 |
| Benton | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | No | 1 | 1 00 | ..... |
| Bloomer | 6 | 11 | 1 | 8 | 5 | 12 | 21 | 40 | No | 14 | 1 50 | 125 85 |
| Brillion | 5 | 2 | 1 | ..... | 3 | ..... | 22 | 15 | No | 5 | 2 00 | 75 00 |
| Cambria | ..... | ..... | ..... | ..... | 1 | ..... | 1 | ..... | No | 3 | 1 66 | 35 00 |
| Cadott | 2 | ..... | 2 | ..... | 2 | 3 | 12 | 33 | No | 6 | 1 00 | 54 00 |
| Cambridge | 1 | 3 | ..... | ..... | 2 | 4 | ..... | ..... | No | 18 | 1 60 | 196 00 |
| Cedarburg | 1 | 2 | ..... | ..... | 10 | 2 | 12 | 3 | No | 3 | 2 00 | 40 00 |
| Cuba City | 1 | 5 | ..... | 3 | 2 | 5 | 10 | 15 | No | 3 | 1 50 | ..... |
| Fairchild | 3 | 1 | 1 | ..... | 2 | 2 | 16 | 20 | No | 12 | 1 00 | 73 75 |
| Friendship | 2 | 2 | ..... | 1 | ..... | ..... | 5 | 18 | No | 7 | 1 50 | 51 72 |
| Glenbeulah | 2 | 6 | ..... | ..... | 2 | 1 | 19 | 40 | No | 31 | 1 33 | 330 70 |
| Greenwood | ..... | 2 | ..... | 2 | 3 | 7 | 2 | 9 | No | 5 | 1 60 | 94 60 |
| Hazel Green | 2 | 1 | ..... | ..... | 1 | 5 | 36 | 60 | No | 15 | 1 50 | 140 88 |
| Hillsboro | ..... | 3 | ..... | 3 | 3 | 4 | 19 | 36 | No | 8 | 1 50 | 93 81 |
| Humbird | 3 | 2 | ..... | 1 | 1 | 2 | 15 | 18 | No | 7 | 1 00 | 37 75 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Kiel | 3 | 1 | | | 5 | 2 | 29 | 20 | No | 8 | 2 00 | 146 00 |
| Linden | 1 | 1 | | | 2 | 2 | 18 | 33 | No | 4 | 1 00 | 36 00 |
| Lone Rock | 2 | 6 | 1 | 2 | | | 9 | 11 | No | 4 | 1 00 | 13 00 |
| Loyal | 4 | 2 | 4 | 2 | 3 | 8 | | | No | 9 | 1 50 | |
| Marion | | | | | | | | | No | | 1 00 | |
| Merrillan | 1 | 5 | | | 2 | 2 | 18 | 45 | No | 7 | 1 20 | 34 15 |
| Middleton | 3 | 6 | 1 | 3 | 7 | 2 | 46 | 31 | No | 8 | 1 00 | 60 00 |
| Montello | 2 | 3 | | 2 | 1 | 6 | 37 | 47 | No | 8 | 2 00 | 94 50 |
| Mount Hope | | | | | 1 | 1 | 19 | 16 | No | 17 | 1 60 | 177 00 |
| Muscoda | | | | | 6 | 3 | | | No | 7 | 1 00 | 88 80 |
| Oakfield | 6 | 10 | | | 3 | 11 | 25 | 51 | No | 26 | 1 50 | 310 25 |
| Oakwood | | 1 | | | 4 | 2 | 25 | 14 | No | 10 | 2 22 | 200 00 |
| Pepin | 4 | 4 | 2 | | 1 | 5 | 22 | 40 | No | 10 | 1 60 | |
| Peshtigo | 1 | 5 | 1 | 3 | 3 | 6 | 15 | 44 | No | 6 | | |
| Platteville | 1 | 5 | | | 2 | 5 | 15 | 22 | No | 1 | 40 | 9 60 |
| Pt. Washington | 2 | 3 | 1 | | 3 | 1 | 23 | 40 | Yes | 6 | 2 50 | 150 00 |
| Potosi | 3 | 8 | | 3 | 2 | 2 | | | No | 20 | 1 00 | |
| Reeseville | 5 | 2 | 3 | 2 | | 3 | 5 | 5 | No | 5 | 1 50 | 32 00 |
| Rosendale | 6 | 3 | | | 3 | 6 | 13 | 17 | No | 9 | 1 50 | 169 35 |
| Sextonville | 7 | 7 | | | 2 | 2 | 40 | 27 | No | 55 | 1 50 | 453 94 |
| Shell Lake | 2 | 11 | | 4 | 2 | 3 | 21 | 30 | No | 2 | | |
| Soldiers Grove | 1 | | 1 | | 3 | 1 | 4 | 1 | No | 12 | 1 50 | 167 25 |
| St. Croix Falls | | | | | 2 | 3 | 5 | 12 | No | 8 | 2 00 | 74 50 |
| South Milwaukee | 5 | 5 | | 1 | 2 | 6 | 22 | 24 | No | 9 | 2 00 | 159 00 |
| Stanley | | | | | | | 2 | 4 | No | 5 | 1 00 | 31 75 |
| Stockbridge | 3 | 2 | 4 | 6 | 2 | 6 | 12 | 17 | No | 8 | 1 20 | 50 88 |
| Thorp | | | | | 1 | 4 | 1 | 4 | No | 2 | 1 50 | 27 00 |
| Trempealeau | 4 | 4 | | 1 | 2 | 6 | 17 | 20 | No | 9 | 1 50 | 96 45 |
| Unity | 2 | 2 | 1 | | 2 | 2 | 19 | 18 | No | 7 | 1 50 | 68 45 |
| Viola | 1 | | 1 | | 4 | 1 | 10 | 6 | No | 18 | 1 50 | 191 88 |
| Waldo | 4 | 4 | | 2 | 3 | 5 | | | No | 35 | 1 33 | 369 65 |
| Westfield | | 7 | | 1 | 2 | 6 | 27 | 61 | No | 13 | 2 00 | 179 00 |
| Wilton | 2 | 2 | | 2 | 1 | 5 | 10 | 34 | No | 16 | 1 00 | 89 25 |
| Wittenburg | 5 | | 1 | | 4 | 3 | | | No | | 1 00 | 33 25 |

STATE TEACHERS' INSTITUTES, JULY 1, 1898, TO JULY 1, 1899.

| COUNTIES. | NUMBER ATTENDING. | | | Days of institute. | Average daily attendance. | Average number of months taught. | NUMBER HAVING ATTENDED | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Males | Females | Total. | | | | College. | Normal school. | High school. | Common school only. |
| Totals | 1,819 | 7,060 | 8,879 | 435 | ..... | ..... | 356 | 1,779 | 4,749 | 1,577 |
| Adams | 12 | 62 | 74 | 5 | 71 | 14 | ..... | 3 | 30 | 38 |
| Barron | 30 | 86 | 116 | 5 | 96 | 25 | 6 | 17 | 69 | 23 |
| Bayfield | ..... | 27 | 27 | 2 | 22 | 40 | 1 | 5 | 26 | ..... |
| | 20 | 68 | 88 | 3 | 61 | 28 | 8 | 22 | 54 | 1 |
| Brown | 9 | 42 | 51 | 2 | 48 | 32 | 1 | 13 | 29 | 7 |
| | 12 | 76 | 88 | 5 | 53 | 39 | 2 | 27 | 43 | 16 |
| Buffalo | 6 | 39 | 45 | 2 | 42 | 34 | 3 | 11 | 26 | 4 |
| | 32 | 68 | 100 | 5 | 73 | 23 | 4 | 28 | 41 | 26 |
| Burnett | 1 | 15 | 16 | 5 | 14 | 25 | ..... | 2 | 8 | 6 |
| Calumet | 22 | 90 | 112 | 2 | 100 | 27 | 2 | 59 | 53 | ..... |
| | 30 | 80 | 110 | 10 | 82 | 31 | 2 | 56 | 47 | 4 |
| Chippewa | 31 | 182 | 213 | 5 | 178 | 36 | 5 | 23 | 182 | 30 |
| Clark | 13 | 64 | 77 | 5 | 73 | 26 | 3 | 8 | 56 | 7 |
| Columbia | 23 | 143 | 166 | 8 | 140 | 31 | 2 | 27 | 76 | 32 |
| Crawford | 26 | 69 | 95 | 2 | 87 | 26 | 6 | 5 | 66 | 4 |
| | 29 | 111 | 140 | 5 | 128 | ..... | 5 | 13 | 57 | 13 |
| Dane, 1st dist | 16 | 61 | 77 | 3 | 64 | 41 | 9 | 22 | 35 | 3 |
| Dane, 2d dist | 16 | 48 | 64 | 3 | 37 | 19 | 4 | 10 | 15 | 6 |
| Dodge | 49 | 104 | 153 | 2 | 140 | 47 | 20 | 30 | 90 | 6 |
| | 39 | 143 | 182 | 3 | 175 | 39 | 18 | 22 | 111 | 9 |
| Door | 34 | 68 | 102 | 5 | 86 | 32 | 2 | 12 | 32 | 56 |
| | 35 | 56 | 91 | 5 | 83 | 26 | 2 | 13 | 29 | 47 |

*Statistical Tables.*

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Douglas | 5 | 52 | 57 | 5 | 46 | 29 | 2 | 41 | 14 | ..... |
| Dunn | 26 | 102 | 128 | 5 | 110 | 33 | 7 | 24 | 41 | 56 |
| Eau Claire | 15 | 87 | 102 | 10 | 91 | 28 | 1 | 7 | 88 | 5 |
| Florence | 7 | 22 | 29 | 2 | 26 | 21 | 3 | 9 | 17 | ..... |
| Fond du Lac | 46 | 205 | 251 | 3 | 210 | 33 | 9 | 109 | 122 | 11 |
| Forest | 1 | 9 | 10 | 3 | 10 | 21 | ..... | 1 | 6 | 4 |
| Grant | 20 | 181 | 201 | 5 | 142 | 27 | 2 | 51 | 134 | 9 |
| Green | 17 | 86 | 103 | 5 | 90 | 24 | 2 | 11 | 61 | 29 |
| Green Lake | 16 | 52 | 68 | 5 | 67 | 22 | 6 | 11 | 24 | 27 |
| Iowa | 20 | 121 | 141 | 5 | 108 | 11 | 2 | 18 | 110 | 5 |
| Iron | 6 | 32 | 38 | 3 | 35 | 35 | 5 | 9 | 12 | 2 |
| Jackson | 25 | 75 | 100 | 2 | 90 | 27 | 6 | 15 | 68 | 11 |
| | 21 | 99 | 120 | 10 | 96 | 26 | 3 | 16 | 81 | 19 |
| Jefferson | 32 | 132 | 164 | 2 | 140 | 20 | 8 | 18 | 106 | 6 |
| | 22 | 100 | 122 | 2 | 96 | 33 | 6 | 40 | 70 | 6 |
| Juneau | 18 | 114 | 132 | 4 | 129 | 29 | 3 | 3 | 120 | 5 |
| Kenosha | 17 | 60 | 77 | 5 | 72 | 25 | 1 | 19 | 34 | 15 |
| Kewaunee | 46 | 44 | 90 | 2 | 54 | 41 | ..... | 28 | 33 | 28 |
| | 34 | 34 | 68 | 5 | 53 | 30 | 1 | 25 | 30 | 10 |
| La Crosse | 18 | 81 | 99 | 5 | 85 | 20 | 2 | 14 | 73 | 5 |
| La Fayette | 16 | 134 | 150 | 10 | 114 | 35 | 5 | 45 | 70 | 18 |
| Langlade | 14 | 38 | 52 | 5 | 40 | 20 | 2 | 9 | 31 | 3 |
| Lincoln | 11 | 42 | 53 | 2 | 53 | 24 | ..... | 5 | 37 | 11 |
| | 10 | 65 | 75 | 10 | 54 | 31 | ..... | 2 | 55 | 18 |
| Manitowoc | 64 | 72 | 136 | 5 | 90 | 40 | 4 | 36 | 50 | 39 |
| Marathon | 22 | 98 | 120 | 10 | 100 | 28 | 3 | 12 | 57 | 39 |
| Marinette | 9 | 62 | 71 | 5 | 57 | 22 | 1 | 32 | 33 | 3 |
| | 18 | 120 | 138 | 2 | 150 | 47 | 29 | 50 | 40 | 1 |
| Marquette | 13 | 50 | 63 | 5 | 58 | 26 | 1 | 6 | 48 | 4 |
| Monroe | 13 | 46 | 59 | 2 | 56 | ..... | ..... | ..... | ..... | ..... |
| | 9 | 116 | 125 | 10 | 120 | 28 | 2 | 9 | 86 | 28 |
| Oconto | 28 | 73 | 101 | 2 | 90 | 20 | 1 | 24 | 51 | 25 |
| | 14 | 32 | 46 | 5 | 32 | 22 | ..... | 3 | 9 | 33 |
| Oneida | 6 | 28 | 34 | 2 | 33 | 11 | ..... | 4 | 26 | 4 |
| Outagamie | 20 | 46 | 66 | 2 | 55 | 32 | 2 | 6 | 52 | 6 |
| | 14 | 105 | 119 | 5 | 82 | 25 | 3 | 17 | 87 | 10 |

STATE TEACHERS' INSTITUTES, JULY 1, 1898, TO JULY 1, 1899 — Continued.

| COUNTIES. | NUMBER ATTENDING. | | | Days of institute. | Average daily attendance. | Average number of months taught. | NUMBER HAVING ATTENDED | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Males | Females | Total | | | | College. | Normal school. | High school. | Common school only. |
| Ozaukee | 42 | 35 | 77 | 5 | 57 | 44 | 9 | 34 | 22 | 21 |
| Pepin | 11 | 40 | 51 | 5 | 45 | 20 | 2 | 2 | 34 | 10 |
| Pierce | 28 | 114 | 142 | 5 | 93 | 27 | 3 | 44 | 57 | 38 |
| Polk | 15 | 86 | 101 | 5 | 87 | 33 | 5 | 21 | 38 | 36 |
| Portage | 11 | 80 | 91 | 5 | 74 | 21 | 1 | 44 | 20 | 26 |
| Price | 5 | 25 | 30 | 10 | 21 | 18 | 3 | 4 | 16 | 7 |
| Racine | 13 | 24 | 37 | 2 | 34 | 20 | 6 | 8 | 18 | 8 |
| | 13 | 58 | 71 | 5 | 27 | ..... | ..... | 17 | 31 | 6 |
| | 12 | 55 | 67 | 2 | 60 | 33 | 11 | 20 | 22 | 4 |
| Richland | 47 | 161 | 208 | 5 | 180 | 20 | 4 | 6 | 106 | 92 |
| Rock, 1st dist | 8 | 68 | 76 | 5 | 54 | 31 | 7 | 7 | 33 | 11 |
| Rock, 2d dist | 6 | 49 | 55 | 5 | 37 | 25 | 7 | 8 | 35 | 3 |
| St. Croix | 31 | 120 | 151 | 10 | 100 | 20 | 2 | 54 | 65 | 32 |
| Sauk | 16 | 159 | 175 | 10 | 128 | 20 | 2 | 12 | 102 | 59 |
| Sawyer | 3 | 29 | 32 | 5 | 30 | 21 | 2 | 9 | 20 | ..... |
| Shawano | 15 | 51 | 66 | 5 | 54 | 23 | 1 | 5 | 43 | 14 |
| | 4 | 26 | 30 | 5 | 26 | 29 | ..... | 5 | 13 | 12 |
| Sheboygan | 18 | 89 | 107 | 2 | 103 | 52 | 12 | 48 | 38 | 5 |
| | 47 | 108 | 155 | 5 | 114 | 32 | 2 | 16 | 119 | 14 |
| Taylor | 13 | 47 | 60 | 5 | 45 | 28 | 3 | 9 | 31 | 17 |
| Trempealeau | 13 | 43 | 56 | 5 | 38 | 31 | 2 | 9 | 10 | 35 |
| Vernon | 25 | 127 | 152 | 5 | 120 | 25 | 6 | 6 | 105 | 35 |
| | 26 | 132 | 158 | 5 | 131 | 25 | 3 | 8 | 98 | 49 |
| Vilas | 7 | 8 | 15 | 2 | 15 | 57 | ..... | 7 | 6 | 2 |
| | 7 | 19 | 26 | 2 | 25 | 38 | 2 | 8 | 16 | ..... |

*Statistical Tables.*

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Walworth | 11 | 104 | 115 | 8 | 54 | 34 | 4 | 26 | 76 | 4 |
| Washburn | 10 | 33 | 43 | 5 | 34 | 25 | 1 | 9 | 31 | 2 |
| Washington | 31 | 77 | 108 | 5 | 85 | 30 | ..... | 28 | 66 | 14 |
| Waukesha | 24 | 65 | 89 | 2 | 78 | 21 | 5 | 24 | 27 | ..... |
| | 38 | 115 | 153 | 2 | 140 | 23 | 10 | 64 | 43 | 5 |
| Waupaca | 32 | 118 | 150 | 10 | 136 | 25 | 7 | 18 | 88 | 21 |
| | 7 | 35 | 42 | 2 | 35 | 25 | ..... | 5 | 12 | 24 |
| Waushara | 22 | 80 | 102 | 5 | 92 | 28 | 3 | 7 | 25 | 65 |
| | 10 | 33 | 43 | 2 | 34 | 34 | 1 | 2 | 21 | 18 |
| Wood | 15 | 66 | 81 | 2 | 64 | 40 | 3 | 15 | 59 | 3 |
| | 5 | 64 | 69 | 5 | 54 | 26 | ..... | 13 | 52 | 2 |

## TEACHERS' INSTITUTES HELD UNDER THE PROVISIONS OF CHAPTER XX, LAWS OF 1885, AND LAWS AMENDATORY THEREOF, 1886.

| County. | No. of days in session held. | Names of Conductors. | Total enrollment. | Total attendance. | Average daily attendance. | No. of evening sessions. | Names of Lecturers. |
|---|---|---|---|---|---|---|---|
| Totals | 92 | | 933 | 8136 | 5149 | 64 | |
| Adams | 1 | A. P. Hollis | 72 | | 72 | | |
| Barron | 2 | N. A. Harvey, E. W. Walker, H. A. Adrian | 95 | 190 | | 2 | N. A. Harvey, Miss Amanda Robbins |
| Portland | 1 | G. L. Bowman | 55 | | | 1 | G. L. Bowman |
| Brown | 1 | Mary Bradford | 55 | 55 | 55 | 1 | J. W. Livingston, Mary D. Bradford |
| Buffalo | 1 | E. W. Walker | 72 | 72 | 72 | 1 | |
| Calumet | 1 | C. P. Cary, F. A. Thayer | 72 | | | 1 | C. P. Cary |
| Chippewa | 1 | G. L. Bowman, Carrie J. Smith | 1 | 82 | 82 | 1 | G. L. Bowman |
| Clark | 2 | W. J. Brier, J. A. Hazemann, J. W. Livingston, F. M. Jackson | 10 | 22 | 22 | 1 | Dr. J. W. Stearns |
| Columbia | 1 | W. C. Hewitt, A. H. Sage | 72 | 272 | 122 | 1 | M. V. Gillan |
| Crawford | 6 | E. C. Perisho, W. C. Hewitt, A. Hardy, J. A. Pratt, W. R. Groves, A. E. Brainerd | 58 | 400 | 80 | 3 | Prof J. C. Freeman, W. C. Hewitt |
| Dane | 2 | G. C. Shutts, C. E. Patzer, A. J. Hutton, Geo. H. Landgraf | 4 | 120 | 101 | 1 | A. J. Hutton |
| Dodge | 5 | J. W. Livingston, A. Hardy, A. Salisbury, A. J. Hutton, W. H. Cheever, Cornelia Rogers | 104 | 717 | 141 | 5 | M. V. O'Shea, A. Salisbury, L. D. Harvey, A. J. Hutton, J. L. Jones |
| Door | 1 | W. C. Hewitt, J. I. Jegi | 5 | | | | |
| Eau Claire | 1 | Mae E. Schreiber, Elizabeth Allen | 10 | 102 | 91 | 2 | |
| Florence | | | 22 | 22 | 22 | | |
| Forest | 1 | Miss Anna Moore | 22 | 16 | 15 | | |
| Grant | 2 | O. J. Schuster, G. W. Gehrand, D. McGregor, A. J. Hutton | 6 | 118 | | 2 | O. J. Schuster, D. Mattingly |
| Green | 2 | Albert Hardy, D. J. Churchill, H. C. Buell, L. L. Summers, A. P. Hollis | 9 | 171 | 74 | 2 | Wm. Kellogg, Prof J. C. Freeman |
| Green Lake | 2 | W. C. Hewitt, A. H. Sage, C. E. Patzer, Walter H. Hunt | 8 | 200 | 80 | 2 | W. C. Hewitt, A. H. Sage, C. E. Patzer |
| Iowa | 1 | C. E. Perisho, Thos. H. Gentle, Katherine C. Mavity | 5 | 100 | 61 | 1 | Jenkin Lloyd Jones |
| Iron | | | | | | | J. W. Walker. |
| Jackson | 1 | Mrs. M. D. Bradford | 2 | 100 | 80 | 1 | M. V. Gillan |
| Jefferson | 3 | A. J. Hutton, Allen B. West, A. A. Upham, C. E. Patzer, Geo. H. Landgraf, O. J. Schuster, Frank Hendry, A. B. Webber, Kate Mavity | 22 | 367 | 78 | 3 | J. W. Stearns, A. J. Hutton |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Juneau.... | ..... | ..... | 4 | 132 | 129 | ..... | |
| Kenosha .. | 2 | A. J. Hutton, Geo. C. Shutts, Florence C. Fox | 5 | 77 | 72 | 2 | A. A. Upham, S. Y. Gillan. |
| Manitowoc | 1 | C. P. Cary, L. L. Summers | 5 | 136 | 90 | 2 | L. D. Harvey, W. W. White. |
| Marinette. | 2 | W. C. Hewitt, A. H. Sage, A. J Hutton C. E. Patzer | 4 | 75 | 72 | 1 | |
| Marquette | 2 | J. C. McDowell, M. Mortensen, E. W. Walker | 4 | 70 | 55 | 1 | E. W. Walker. |
| Milwaukee | 1 | C. P. Cary, C. E. Patzer, Wm. F. Sell.... | 10 | 101 | 84 | 2 | Wm. F. Sell, Wm. E. Anderson. |
| Monroe.... | 4 | H. A. Adrian, F. E. Doty, A. J. Hutton.. | 7 | 151 | 43+ | 1 | A. J. Hutton. |
| Oconto .... | 1 | A. H Sage, W. C. Hewitt | 2 | 101 | 90 | ..... | |
| Ozaukee .. | 1 | C. E. Patzer, Mrs. Grace D. Madden..... | 2 | 64 | 61 | 1 | Prof. J. C. Freeman. |
| Pepin ..... | 1 | E. W. Walker, Amanda Kidder | 2 | 54 | 45 | ..... | |
| Pierce .... | 2 | H. A. Adrian, J. F. Sims, | 3 | 87 | 87 | 2 | Prof. J. C. Freeman, Prof. Eastman. |
| Polk..... | 4 | J. P. Peterson, J. F. Sims, L. H. Clark, Prof. Burridge, H. A. Adrian..... ... | 6 | 260 | 60 | 3 | W. D. Parker, J. F. Sims, H. A. Adrian, J. P. Peterson. |
| Portage.... | 3 | W. C. Hewitt, W. E. Anderson, D. O. Hibbard, A. J. Hutton, C. E. Patzer .. | 9 | ..... | ..... | 1 | A. J. Hutton. |
| Richland.. | 6 | A. E. Brainerd, Mamie Huff..... | 10 | ..... | ..... | ..... | |
| Rock, 1st.. | 1 | H. A. Adrian, H. C. Buell ..... | 2 | 40 | 36 | 1 | A. P. Hollis. |
| Rock, 2d .. | 1 | A. J. Hutton, A. A. Upham, H. C. Buell . | 5 | 55 | 37 | 1 | Prof. J. C. Freeman. |
| St. Croix. | 1 | J. W. T. Ames, A. L. Thompson, G. W. Swartz, Elizabeth Fordyce..... ... | 10 | 113 | 84 | ..... | |
| Sauk ..... | 1 | E. C. Wiswall, Elma La Trace, Supt. J. S. Roeseler ..... | 17 | ..... | ..... | 1 | Dr. J. W. Stearns. |
| Sawyer.... | 1 | B. B. Jackson..... | 5 | 32 | ..... | 1 | W. J. Brier. |
| Shawano.. | 2 | E. W. Walker, E. H. Reynolds, DeWitt Elwood, M. P. Cady..... | 5 | 96 | 80 | 3 | |
| Sheboygan | 1 | W. C. Hewitt, J. E. Riordon, O. Gaffron | 10 | 161 | 126 | 3 | L. E. Gettle, S. Y. Gillan, J. C. Freeman. |
| Taylor..... | 1 | Lucy C. Norton..... | 5 | about 50 | ..... | 1 | W. E. Anderson. |
| Vernon .... | 2 | W. H. Cheever, C. E. Patzer, F. W. Meisnest, E. C. Perisho, A. J. Hutton, F. E. Doty, J. W. Livingston, S. Williams, Miss A. F. Elmegreen..... | 8 | 191 | 78 | 2 | |
| Vilas ..... | ..... | ..... | ..... | ..... | ..... | 2 | E. W. Walker. |
| Washburn. | 2 | E. W. Walker, John N. Foster ..... | 8 | 131 | 93 | 1 | E. W. Walker. |
| Washington | 1 | C. E. Patzer, W. H. Cheever ..... | 5 | 108 | 85 | 2 | J. W. Stearns, L. D. Harvey. |
| Waukesha. | 3 | W. H. Cheever, Grace D. Madden, C. E. Patzer, S. B. Ray..... | 3 | 147 | 46 | 1 | O. T. Bright. |
| Waupaca.. | 3 | Margaret Ashmun, W. H. Hickok, Taylor Frye, C. C. Curtis, W. H. Cheever, Mary D. Bradford..... | 18 | 150 | 136 | 2 | W. H. Cheever, L. E. Gettle. |
| Waushara. | 2 | T. W. Davies, Eber Dafoe, F. W. Meisnest | 22 | 175 | 91 | ..... | |
| Winnebago | 4 | W. C. Hewitt, W. H. Cheever..... | 5 | ..... | ..... | 4 | W. C. Hewitt, W. H. Cheever. |
| Wood..... | 3 | F. W. Meisnest, A. H. Sanford. Karl Mathie, J. W. Livingston, Mary D. Bradford..... | 12 | 219 | 54 | 1 | Dr. J. W. Stearns. |

## *Statistical Tables.*

### SCHOOL BUILDINGS AND ACCOMMODATIONS.—1898 99.

| Cities. | No. of pupils school-houses will accommo-date. | Number school houses. |
|---|---|---|
| Totals | 120,967 | 359 |
| Antigo | ..... | 7 |
| Appleton | 3,700 | 10 |
| Ashland | 1,800 | 10 |
| Baraboo | 1,450 | 4 |
| Beaver Dam | 1,200 | 5 |
| Beloit | 2,100 | 9 |
| Berlin | 1,000 | 3 |
| Brodhead | 550 | 2 |
| Chippewa Falls | 1,490 | 8 |
| Columbus | 650 | 3 |
| De Pere | 300 | 2 |
| Eau Claire | 3,800 | 14 |
| Fond du Lac | 2,300 | 10 |
| Grand Rapids | 610 | 2 |
| Green Bay | 3,800 | 13 |
| Hudson | 1,050 | 5 |
| Janesville | 2,246 | 8 |
| Kaukauna | 1,100 | 2 |
| Kenosha | 1,500 | 5 |
| La Crosse | 4,785 | 15 |
| Madison | 2,689 | 9 |
| Marinette | 3,030 | 6 |
| Menasha | 1,100 | 5 |
| Menomonie | 1,800 | 9 |
| Merrill | 1,800 | 6 |
| Milwaukee | 38,748 | 78 |
| Mineral Point | 800 | 3 |
| Monroe | 1,100 | 4 |
| Neenah | 1,400 | 7 |
| New London | 600 | 2 |
| Oconto | 1,000 | 4 |
| Onalaska | 500 | 1 |
| Oshkosh | 3,500 | 10 |
| Portage | 1,300 | 5 |
| Prairie du Chien | 700 | 5 |
| Racine | 4,767 | 9 |
| Reedsburg | ..... | 3 |
| Rice Lake | 744 | 4 |
| Ripon | 900 | 4 |
| Sheboygan | 3,700 | 9 |
| Stanley | 450 | 2 |
| Stevens Point | 1,896 | 8 |
| Sturgeon Bay | 750 | 3 |
| Superior | 5,600 | 12 |
| Tomahawk | 600 | 3 |
| Watertown | 1,400 | 5 |
| Waupaca | 800 | 2 |
| Wausau | 3,190 | 11 |
| Whitewater | 672 | 3 |

## *Statistical Tables.*

### PRIVATE SCHOOLS.—1898-99.

| CITIES UNDER CITY SUPERINTENDENTS. | No. of schools. | TEACHERS. | | Pupils 7 to 13 attended 12 weeks or more. |
|---|---|---|---|---|
| | | Men. | Women. | |
| Totals | 218 | 79 | 754 | 12,615 |
| Antigo | 2 | 1 | 4 | 144 |
| Appleton | 6 | 5 | 24 | 1,023 |
| Ashland | 3 | 1 | 11 | 464 |
| Baraboo | ..... | ..... | ..... | ..... |
| Beaver Dam | 6 | 1 | 5 | 328 |
| Beloit | 1 | 1 | ..... | 29 |
| Berlin | 3 | 2 | 6 | 212 |
| Brodhead | ..... | ..... | ..... | ..... |
| Chippewa Falls | 4 | 1 | 17 | 534 |
| Columbus | 1 | 1 | 1 | 19 |
| De Pere | 2 | ..... | 7 | 220 |
| Eau Claire | 6 | 4 | 12 | 342 |
| Fond du Lac | 5 | 4 | 12 | 487 |
| Grand Rapids | 2 | 1 | 4 | 115 |
| Green Bay | 5 | 1 | 14 | 482 |
| Hudson | ..... | ..... | ..... | ..... |
| Janesville | ..... | ..... | ..... | ..... |
| Kaukauna | 3 | 2 | 13 | 567 |
| Kenosha | 6 | ..... | ..... | 755 |
| La Crosse | 9 | ..... | ..... | ..... |
| Madison | 4 | 6 | 19 | 572 |
| Marinette | 4 | 1 | 13 | 365 |
| Menasha | 4 | 1 | 14 | 684 |
| Menomonie | 3 | ..... | ..... | ..... |
| Merrill | 3 | 2 | 6 | 445 |
| Milwaukee | 71 | ..... | 436 | ..... |
| Mineral Point | 1 | 2 | 2 | 30 |
| Monroe | ..... | ..... | ..... | ..... |
| Neenah | 1 | 1 | ..... | 73 |
| New London | 2 | 1 | 5 | 165 |
| Oconto | 3 | 1 | 11 | 459 |
| Onalaska | ..... | ..... | ..... | ..... |
| Oshkosh | 8 | 11 | 25 | ..... |
| Portage | 3 | 2 | 6 | 335 |
| Prairie du Chien | 2 | ..... | 7 | 233 |
| Racine | 10 | 7 | 29 | 958 |
| Reedsburg | 2 | 2 | ..... | 110 |
| Rice Lake | 1 | ..... | ..... | ..... |
| Ripon | 1 | 1 | ..... | 30 |
| Sheboygan | 7 | ..... | ..... | 1,278 |
| Stanley | ..... | ..... | ..... | ..... |
| Stevens Point | 5 | 1 | 15 | ..... |
| Sturgeon Bay | 1 | ..... | 3 | 140 |
| Superior | 4 | 2 | 11 | 394 |
| Tomahawk | ..... | ..... | ..... | ..... |
| Watertown | 6 | 7 | 11 | ..... |
| Waupaca | ..... | ..... | ..... | ..... |
| Wausau | 5 | 4 | 6 | 668 |
| Whitewater | 3 | 2 | 5 | 55 |

## PRIVATE SCHOOLS.—1898-99.

| COUNTIES EXCLUSIVE OF CITIES. | No. of schools. | TEACHERS. | | PUPILS 7-13. | |
|---|---|---|---|---|---|
| | | Men. | Women. | Not attended public school. | Have attended 12 weeks or more. |
| Totals | 453 | 262 | 380 | 26,164 | 14,433 |
| Adams | | | | | |
| Ashland | 2 | 2 | | 45 | 22 |
| Barron | 1 | | 2 | | 21 |
| Bayfield | 2 | | 8 | 446 | 317 |
| Brown | 10 | 2 | 15 | 223 | 405 |
| Buffalo | 4 | 2 | 3 | 42 | 86 |
| Burnett | | | | | |
| Calumet | 15 | 3 | 21 | 645 | 502 |
| Chippewa | 3 | 1 | 5 | 62 | 139 |
| Clark | 7 | 6 | 2 | 41 | 37 |
| Columbia | 4 | 2 | 6 | 20 | 42 |
| Crawford | | | | | |
| Dane | 16 | 4 | 19 | 408 | 880 |
| Dodge | 36 | 30 | 10 | 449 | 1,118 |
| Door | 4 | 1 | 3 | 55 | 67 |
| Douglas | | | | | |
| Dunn | 5 | 5 | | 45 | 17 |
| Eau Claire | 6 | 6 | | | |
| Florence | | | | | |
| Fond du Lac | 20 | 6 | 17 | 600 | 812 |
| Forest | | | | | |
| Grant | 11 | 6 | 14 | 308 | 439 |
| Green | | | | | |
| Green Lake | 4 | 3 | 2 | 280 | 235 |
| Iowa | 5 | 4 | 19 | 181 | 117 |
| Iron | 2 | 1 | 2 | | 59 |
| Jackson | 5 | 3 | 4 | 53 | 63 |
| Jefferson | 15 | 10 | 8 | 389 | 288 |
| Juneau | 6 | 3 | 5 | 112 | 95 |
| Kenosha | 4 | 1 | 8 | 39 | 111 |
| Kewaunee | 9 | 4 | 10 | 195 | 283 |
| La Crosse | 9 | 9 | 1 | 89 | 217 |
| La Fayette | 1 | 1 | | 18 | |
| Langlade | | | | | |
| Lincoln | | | | | |
| Manitowoc | 26 | 10 | 39 | 750 | 1,031 |
| Marathon | 8 | 7 | 2 | 316 | 294 |
| Marinette | 3 | 2 | 1 | 30 | |
| Marquette | 3 | 2 | 2 | 107 | 118 |
| Milwaukee | 24 | 16 | 14 | 987 | 903 |
| Monroe | 7 | 5 | 6 | 129 | 227 |
| Oconto | 1 | 1 | | 18 | 22 |
| Oneida | | | | | |
| Outagamie | 15 | 9 | 14 | 269 | 503 |
| Ozaukee | 14 | 8 | 10 | 868 | 812 |
| Pepin | 1 | | 3 | 125 | 60 |
| Pierce | 2 | | 2 | 51 | 38 |
| Polk | 4 | 2 | 2 | 94 | 65 |
| Portage | 1 | | 2 | 80 | 209 |
| Price | | | | | |
| Racine | 9 | 4 | 10 | 594 | 190 |
| Richland | | | | | |
| Rock | | | | | |
| St. Croix | 2 | 1 | 5 | 4 | 42 |
| Sauk | 8 | 5 | 5 | 255 | 255 |
| Sawyer | | | | | |
| Shawano | 8 | 6 | 4 | 390 | 234 |
| Sheboygan | 21 | 17 | 9 | 436 | 435 |
| Taylor | 4 | 2 | 3 | 244 | 65 |
| Trempealeau | 7 | 4 | 5 | 231 | 278 |
| Vernon | 2 | 2 | 2 | 9 | |
| Vilas | | | | | |
| Walworth | 1 | 1 | 1 | | 9 |
| Washburn | | | | | |
| Washington | 30 | 13 | 27 | 928 | 1,149 |
| Waukesha | 6 | 3 | 8 | 373 | 317 |
| Waupaca | 26 | 17 | 4 | 48 | 110 |
| Waushara | 4 | 4 | | 78 | 81 |
| *Winnebago* | | | | | |
| *Wood* | 10 | 6 | 16 | 513 | 564 |

*Statistical Tables.*

## SCHOOL BUILDINGS AND ACCOMMODATIONS, 1898-99.

| Counties outside of cities. | No. of pupils school houses will accommodate. | Number school houses. | Counties outside of cities. | No. of pupils school houses will accommodate. | Number school houses. |
|---|---|---|---|---|---|
| Totals | 378,813 | 6,689 | Lincoln | 1,323 | 57 |
| | | | Manitowoc | 8,254 | 114 |
| | | | Marathon | 5,969 | 108 |
| Adams | 3,024 | 77 | Marinette | 3,361 | 61 |
| Ashland | 1,343 | 41 | Marquette | 3,700 | 61 |
| Barron | 5,992 | 112 | Milwaukee | 8,456 | 77 |
| Bayfield | 2,419 | 41 | Monroe | 8,624 | 149 |
| Brown | 6,270 | 83 | Oconto | 4,439 | 73 |
| Buffalo | 5,204 | 86 | Oneida | 1,897 | 36 |
| Burnett | 2,034 | 41 | Outagamie | 6,576 | 119 |
| Calumet | 4,216 | 72 | Ozaukee | 4,402 | 59 |
| Chippewa | 7,021 | 158 | Pepin | 2,340 | 39 |
| Clark | 7,338 | 123 | Pierce | 6,956 | 113 |
| Columbia | 8,076 | 150 | Polk | 5,253 | 105 |
| Crawford | 4,868 | 97 | Portage | 5,280 | 106 |
| Dane | 13,942 | 254 | Price | 3,087 | 59 |
| Dodge | 11,197 | 192 | Racine | 4,217 | 76 |
| Door | 4,969 | 68 | Richland | 6,280 | 118 |
| Douglas | 1,196 | 35 | Rock | 8,434 | 171 |
| Dunn | 6,073 | 128 | St. Croix | 6,134 | 122 |
| Eau Claire | 3,948 | 81 | Sauk | 7,922 | 168 |
| Florence | 853 | 12 | Sawyer | 1,225 | 19 |
| Fond du Lac | 8,666 | 165 | Shawano | 6,399 | 112 |
| Forest | 337 | 8 | Sheboygan | 7,439 | 115 |
| Grant | 13,575 | 238 | Taylor | 3,036 | 68 |
| Green | 6,273 | 127 | Trempealeau | 6,755 | 100 |
| Green Lake | 3,619 | 69 | Vernon | 8,989 | 155 |
| Iowa | 7,331 | 128 | Vilas | ..... | 14 |
| Iron | 1,430 | 17 | Walworth | 7,230 | 124 |
| Jackson | 5,412 | 95 | Washburn | 1,901 | 33 |
| Jefferson | 7,686 | 134 | Washington | 6,779 | 100 |
| Juneau | 6,385 | 112 | Waukesha | 9,456 | 124 |
| Kenosha | 2,692 | 61 | Waupaca | 7,913 | 125 |
| Kewaunee | 4,895 | 59 | Waushara | 4,964 | 105 |
| La Crosse | 3,925 | 66 | Winnebago | 5,088 | 98 |
| Lafayette | 7,949 | 128 | Wood | 5,770 | 85 |
| Langlade | 2,407 | 63 | | | |

*Statistical Tables.*

## COLLEGES, ACADEMIES, AND SEMINARIES, 1898-99.

| Corporate name. | Location. | When founded. | Religious denomination. | President or principal. |
|---|---|---|---|---|
| Beloit College | Beloit | 1847 | Cong. & Presbyterian | Edward D. Eaton. |
| Beloit Coll. Acad. | Beloit | 1846 | Congregational | A. W. Burr |
| Carroll College | Waukesha | 1846 | Presbyterian | Walter L. Rankin. |
| Concordia College. | Milwaukee | 1881 | Evangelical Luth | M. J. F. Albrecht. |
| Evansville Sem. | Evansville | 1880 | Free Methodist | |
| German Eng. Acad. | Milwaukee | 1851 | | Emil Dapprich. |
| Hillside Home School | Hillside | 1887 | | Ellen C. and Jane Lloyd-Jones. |
| Lawrence Univ. of Wis. | Appleton | 1847 | Methodist Episcopal | Samuel Plantz. |
| Marquette College. | Milwaukee | 1864 | Roman Catholic | W. B. Rogers. |
| Milwaukee Acad. | Milwaukee | 1864 | Non-sectarian | J. H. Pratt, Jr. |
| Milwaukee-Downer College | Milwaukee | 1895 | | Ella C. Sabin. |
| Mission House of the Ref. Ch. U. S. | Franklin | 1859 | Reformed | |
| Nat. German-Am. Teachers' Sem. | Milwaukee | 1878 | | Emil Dapprich. |
| Northwestern Univ. | Watertown | 1864 | Evangelical Luth | |
| North Wis. Acad. | Ashland | 1892 | Congregational | M. J. Fenenza. |
| Racine College | Racine | 1853 | Protestant Episcop'l | |
| Sacred Heart, College of the | Pra. du Ch'n. | 1880 | Roman Catholic. | Anselm Leiter. |
| St. Lawrence Coll. | Mt. Calvary | 1861 | Catholic | Antoine Wilmer. |
| St. Mary's Acad. | Pra. du Ch'n. | 1872 | Roman Catholic | |
| Stoughton Acad. and Business Inst | Stoughton | 1888 | Lutheran | K. A. Kasberg. |

*Statistical Tables.*

## COLLEGES, ACADEMIES, AND SEMINARIES, 1898-99.

| CORPORATE NAME. | STUDENTS DURING YEAR. | | | WHOLE NO. GRADUATES. | | | GRADUATES THIS YEAR. | | |
|---|---|---|---|---|---|---|---|---|---|
| | Male | Fem. | Total | Male | Fem. | Total | Male | Fem. | Total |
| Totals | 2,068 | 823 | 2,891 | 2,530 | 443 | 3,671 | 180 | 79 | 259 |
| Beloit College | 321 | 96 | 417 | 584 | 21 | 605 | 19 | 14 | 33 |
| Beloit College Academy | 203 | ..... | 203 | ..... | ..... | ..... | 21 | ..... | 21 |
| Carroll College | 73 | 32 | 105 | 169 | 112 | 281 | 14 | 6 | 20 |
| Concordia College | 183 | ..... | 183 | 380 | ..... | 380 | 30 | ..... | 30 |
| Evansville Seminary | 72 | 78 | 150 | 54 | 56 | 110 | 3 | 7 | 10 |
| German English Academy | 62 | 68 | 130 | ..... | ..... | ..... | 15 | 3 | 18 |
| Hillside Home School | 36 | 45 | 81 | 9 | 25 | 34 | ..... | 5 | 5 |
| Lawrence University | 207 | 176 | 383 | ..... | ..... | 498 | 17 | 10 | 27 |
| Marquette College | 223 | .... | 223 | 194 | ... .. | 194 | 13 | ..... | 13 |
| Milwaukee Academy | 73 | ..... | 73 | 141 | ..... | 141 | 5 | ..... | 5 |
| Milwaukee Downer College | ..... | 161 | 161 | ..... | 11 | 11 | ..... | 2 | 2 |
| Mission House of Ref. Church | 85 | 3 | 88 | 375 | ..... | 375 | 15 | ..... | 15 |
| Nat Germ.-Am. Teachers' Sem | 15 | 29 | 44 | 67 | 74 | 141 | 7 | 12 | 19 |
| Northwestern University | 119 | 15 | 134 | ..... | ..... | ..... | 6 | ..... | 6 |
| North Wis. Academy | 24 | 20 | 44 | 7 | 6 | 13 | 2 | 1 | 3 |
| Racine College | 70 | ..... | 70 | 210 | ..... | 210 | 3 | ..... | 3 |
| Sacred Heart College | 58 | ..... | 58 | 45 | ..... | 45 | ..... | ..... | ..... |
| St. Lawrence College | 146 | ..... | 146 | 295 | ..... | 295 | 7 | ..... | 7 |
| St. Mary's Academy | ..... | 56 | 56 | ..... | 138 | 138 | .. .. | 5 | 5 |
| Stoughton Acad. and Business Inst | 98 | 44 | 142 | ..... | .. .. | 200 | 3 | 14 | 17 |

*Statistical Tables.*

## COLLEGES, ACADEMIES AND SEMINARIES, 1898-99.

| CORPORATE NAME. | In English course. | In classic course. | In natural science. | Preparing for college. | LIBRARY. No. volumes. | LIBRARY. Vols. purchased this year. |
|---|---|---|---|---|---|---|
| Totals | 822 | 1,168 | 786 | 1,113 | 99,728 | 4,126 |
| Beloit College | 88 | 77 | 39 | 203 | 26,000 | 1,080 |
| Beloit College Academy | 42 | 28 | 150 | 125 | 350 | 10 |
| Carroll College | 31 | 74 | 53 | 22 | 600 | 100 |
| Concordia College | 183 | 183 | 100 | 183 | 3,600 | 60 |
| Evansville Seminary | 16 | 16 | 8 | 2 | 450 | ..... |
| German English Academy | ..... | ..... | ..... | ..... | 1,520 | 170 |
| Hillside Home School | 2 | 5 | 4 | 11 | 2,530 | 50 |
| Lawrence University | ..... | 167 | 142 | 82 | 16,764 | 389 |
| Marquette College | 46 | 177 | 34 | 121 | 9,350 | 50 |
| Milwaukee Academy | ..... | 28 | 45 | 55 | ..... | ..... |
| Milwaukee-Downer College | 79 | 82 | 24 | 59 | 3,775 | 153 |
| Mission House of Ref. Church | ..... | 46 | ..... | 33 | 6,000 | ..... |
| National German-American Teacher's Seminary | 44 | ..... | 44 | ..... | ..... | ..... |
| Northwestern University | 32 | 102 | ..... | 50 | 3,759 | 189 |
| North Wisconsin Academy | 5 | 7 | 19 | 22 | 2,500 | 1,500 |
| Racine College | 60 | 10 | ..... | ..... | 10,000 | ..... |
| Sacred Heart College | ..... | 32 | 17 | 9 | 9,500 | 160 |
| St. Lawrence College | 146 | 132 | 77 | 132 | 2,300 | 200 |
| St. Mary's Academy | 48 | 2 | 30 | ..... | ..... | ..... |
| Stoughton Acad. and Business Institute | ..... | ..... | ..... | 4 | 700 | 15 |

*Statistical Tables.*

## COLLEGES, ACADEMIES, AND SEMINARIES, 1898-99.

| CORPORATE NAME. | APPRAISED VALUE. | | | | |
|---|---|---|---|---|---|
| | Of site. | Land not including site. | Of buildings. | Appa-ratus, etc. | Of en-dowment. |
| Totals | $497,000 00 | $76,600 00 | $993,000 00 | $224,527 00 | $467,282 53 |
| Beloit College | $50,000 00 | ..... | $317,000 00 | $125,000 00 | ..... |
| Beloit College Academy | ..... | ..... | ..... | ..... | ..... |
| Carroll College | 25,000 00 | ..... | 15,000 00 | 2,500 00 | $75,082 53 |
| Concordia College | 150,000 00 | ..... | 50,000 00 | 1,500 00 | ..... |
| Evansville Seminary | 5,000 00 | ..... | 12,000 00 | 250 00 | 200 00 |
| German English Academy | 25,000 00 | ..... | 45,000 00 | 5,000 00 | 12,000 00 |
| Hillside Home School | ..... | $20,000 00 | 12,000 00 | 2,200 00 | ..... |
| Lawrence University | 50,000 00 | 7,000 00 | 120,000 00 | 35,000 00 | 212,000 00 |
| Marquette College | 100,000 00 | ..... | 20,000 00 | 2,700 00 | ..... |
| Milwaukee Academy | 30,000 00 | ..... | 8,000 00 | 1,000 00 | ..... |
| Milwaukee-Downer College | 35,000 00 | 40,000 00 | 120,000 00 | 15,000 00 | 150,000 00 |
| Mission House of Ref. Church | ..... | ..... | ..... | ..... | 18,000 00 |
| National German-American Teachers' Seminary | ..... | ..... | ..... | ..... | ..... |
| Northwestern University | 12,000 00 | ..... | 54,000 00 | 10,000 00 | ..... |
| North Wis. Academy | 4,000 00 | ..... | 35,000 00 | 1,000 00 | ..... |
| Racine College | ..... | ..... | ..... | 1,500 00 | ..... |
| Sacred Heart College | 2,000 00 | 5,600 00 | 62,000 00 | 19,377 00 | ..... |
| St. Lawrence College | 8,000 00 | 4,000 00 | 55,000 00 | 2,000 00 | ..... |
| St. Mary's Academy | ..... | ..... | ..... | ..... | ..... |
| Stoughton Acad. and Business Institute | 1,000 00 | ..... | 8,000 00 | 500 00 | ..... |

## *Statistical Tables.*

### COLLEGES, ACADEMIES, AND SEMINARIES, 1898-99.

| CORPORATE NAME. | RECEIPTS. | | | |
|---|---|---|---|---|
| | Contributions. | From funds and endowment. | Tuition and fees. | Total. |
| Totals | $162,460 77 | $33,682 53 | $98,540 90 | $294,684 20 |
| Beloit College | | | | |
| Beloit College Academy | | | | |
| Carroll College | $60,000 00 | $2,527 29 | $2,140 00 | $64,667 29 |
| Concordia College | | | | |
| Evansville Seminary | 350 00 | 1,087 00 | 2,163 00 | 3,600 00 |
| German English Academy | 3,567 88 | 1,469 46 | 5,367 45 | 10,404 79 |
| Hillside Home School | | | 13,000 00 | 13,000 00 |
| Lawrence University | 9,300 00 | 12,460 00 | 7,212 00 | 28,972 00 |
| Marquette College | 1,500 00 | | 6,500 00 | 8,000 00 |
| Milwaukee Academy | | | 7,679 00 | 7,679 00 |
| Milwaukee-Downer College | 36,000 00 | 6,500 00 | 27,955 13 | 70,455 13 |
| Mission House of Ref. Church | 7,331 00 | 3,548 00 | | 10,879 00 |
| Nat. Germ.-Am. Teachers' Sem | 1,481 51 | 6,090 78 | | 7,572 29 |
| Northwestern University | 12,000 00 | | 1,112 00 | 13,112 00 |
| North Wis. Academy | 9,000 00 | | 900,00 | 9,900 00 |
| Racine College | 14,000 00 | | | 14,000 00 |
| Sacred Heart College | 7,930 38 | | 11,612 32 | 19,542 70 |
| St. Lawrence College | | | 10,000 00 | 10,000 00 |
| St. Mary's Academy | | | | |
| Stoughton Acad and Business Inst | | | 2,900 00 | 2,900 00 |

*Statistical Tables.*

## COLLEGES, ACADEMIES AND SEMINARIES, 1898-99.

| CORPORATE NAME. | DISBURSEMENTS. | | | |
|---|---|---|---|---|
| | Paid for instruction. | Building and repairs. | Incidentals. | Totals. |
| Totals | $74,394 97 | $121,107 75 | $55,512 62 | $282,015 34 |
| Beloit College | | | | |
| Beloit College Academy | | | | |
| Carroll College | $5,926 00 | $634 00 | $1,200 00 | $7,760 00 |
| Concordia College | 8,550 00 | 1,000 00 | | 9,550 00 |
| Evansville Seminary | 2,435 00 | 250 00 | 1,015 00 | 3,700 00 |
| German English Academy | 6,050 00 | 596 46 | 2,773 36 | 9,419 82 |
| Hillside Home School | 6,500 00 | 800 00 | | 7,300 00 |
| Lawrence University | | | | 31,000 00 |
| Marquette College | 1,300 00 | 400 00 | 1,150 00 | 2,850 00 |
| Milwaukee Academy | 5,368 00 | | 2,207 00 | 7,575 00 |
| Milwaukee-Downer College | 10,465 97 | 104,350 35 | 2,079 07 | 116,895 39 |
| Mission House of Reform Church | 5,200 00 | | 6,752 00 | 11,952 00 |
| Nat. German-American Teachers' Seminary | 6,050 00 | | 2,192 13 | 8,242 13 |
| Northwestern University | 8,950 00 | 1,150 00 | 730 00 | 10,830 00 |
| North Wisconsin Academy | 1,500 00 | 7,500 00 | 900 00 | 9,900 00 |
| Racine College | 3,000 00 | 1,000 00 | 12,000 00 | 16,000 00 |
| Sacred Heart College | | 1,526 94 | 18,014 06 | 19,541 00 |
| St. Lawrence College | 700 00 | 1,900 00 | 4,500 00 | 7,100 00 |
| St. Mary's Academy | | | | |
| Stoughton Academy and Business Institute | 2,400 00 | | | 2,400 00 |

*Statistical Tables.*

## CENSUS STATISTICS, 1899–1900.

| COUNTIES—Exclusive of cities under city superintendents. | CHILDREN BETWEEN 4 AND 20. | | | CHILDREN BETWEEN 7 AND 13. | | |
|---|---|---|---|---|---|---|
| | Male. | Female. | Total. | No. of such children | No. who attended public school 12 weeks or more. | No. who attended private school 12 weeks or more. |
| Totals ... | 247,434 | 235,655 | 483,089 | 216,806 | 182,182 | 20,812 |
| Adams ..... | 1,714 | 1,624 | 3,338 | 1,490 | 1,323 | ..... |
| Ashland ..... | 1,058 | 932 | 1,990 | 1,060 | 969 | 28 |
| Barron ..... | 4,086 | 3,939 | 8,025 | 3,532 | 3,014 | 24 |
| Bayfield ..... | 2,007 | 1,940 | 3,947 | 2,136 | 1,677 | 306 |
| Brown ..... | 5,252 | 4,993 | 10,245 | 4,881 | 3,242 | 804 |
| Buffalo ..... | 3,271 | 3,113 | 6,384 | 2,707 | 2,520 | 99 |
| Burnett ..... | 1,540 | 1,381 | 2,921 | 1,366 | 832 | ..... |
| Calumet ..... | 3,498 | 3,379 | 6,877 | 3,013 | 2,015 | 979 |
| Chippewa ..... | 4,417 | 4,048 | 8,465 | 4,024 | 3,377 | 383 |
| Clark ..... | 4,859 | 4,709 | 9,568 | 4,221 | 3,656 | 156 |
| Columbia ..... | 3,798 | 3,584 | 7,382 | 3,310 | 2,833 | 217 |
| Crawford ..... | 2,680 | 2,579 | 5,259 | 2,382 | 2,177 | 46 |
| Dane ..... | 8,806 | 8,400 | 17,206 | 7,734 | 6,511 | 859 |
| Dodge ..... | 7,017 | 6,644 | 13,661 | 6,317 | 5,082 | 1,428 |
| Door ..... | 3,135 | 2,968 | 6,103 | 2,533 | 2,067 | 98 |
| Douglas ..... | 750 | 686 | 1,436 | 715 | 613 | ..... |
| Dunn ..... | 3,821 | 3,659 | 7,480 | 3,356 | 2,785 | 76 |
| Eau Claire ..... | 2,887 | 2,616 | 5,503 | 2,523 | 2,161 | 48 |
| Florence ..... | 558 | 610 | 1,168 | 560 | 524 | ..... |
| Fond du Lac ... | 5,222 | 5,006 | 10,228 | 4,252 | 3,392 | 824 |
| Forest ..... | 167 | 156 | 323 | 139 | 126 | ..... |
| Grant ..... | 6,666 | 6,481 | 13,147 | 5,714 | 4,991 | 398 |
| Green ..... | 3,177 | 2,874 | 6,051 | 2 822 | 2,529 | 24 |
| Green Lake .... | 2,210 | 1,983 | 4,193 | 2 011 | 1,743 | 171 |
| Iowa ..... | 3,579 | 3,471 | 7,050 | 3,064 | 2,874 | 112 |
| Iron ..... | 1,038 | 1,011 | 2,049 | 1 001 | 880 | 188 |
| Jackson ..... | 3,413 | 3,166 | 6,579 | 2 854 | 2,437 | 71 |
| Jefferson ..... | 5,107 | 4,884 | 9,991 | 4,491 | 3,801 | 542 |
| Juneau ..... | 3,789 | 3,614 | 7,403 | 3 157 | 2,810 | 87 |
| Kenosha ..... | 1,705 | 1,643 | 3,348 | 1,409 | 1,178 | 214 |
| Kewaunee ..... | 3,492 | 3,494 | 6,986 | 3,073 | 2,446 | 468 |
| La Crosse ..... | 2,372 | 2,313 | 4,685 | 2,090 | 1,867 | 121 |
| Lafayette ..... | 3,777 | 3,613 | 7,390 | 3,109 | 3,607 | 45 |
| Langlade ..... | 1,506 | 1,388 | 2,894 | 1,436 | 1,187 | 42 |
| Lincoln ..... | 1,070 | 1,059 | 2,129 | 1,055 | 847 | 22 |
| Manitowoc ..... | 8,068 | 7,848 | 15,916 | 6,706 | 4,631 | 2,122 |
| Marathon ..... | 6,472 | 6,274 | 12,746 | 5,915 | 4,981 | 346 |
| Marinette ..... | 2,801 | 2,685 | 5,486 | 2,832 | 2,189 | 114 |
| Marquette ..... | 2,084 | 2,061 | 4,145 | 1,833 | 1,642 | 143 |

*Statistical Tables.*

CENSUS STATISTICS, 1899–1900 — Continued.

| COUNTIES — Exclusive of cities under city superintendents. | CHILDREN BETWEEN 4 AND 20. | | | CHILDREN BETWEEN 7 AND 13. | | |
|---|---|---|---|---|---|---|
| | Male. | Female. | Total. | No. of such children | No. who attended public school 12 weeks or more. | No. who attended private school 12 weeks or more. |
| Milwaukee | 7,430 | 7,266 | 14,696 | 6,668 | 4,735 | 1,750 |
| Monroe | 5,160 | 4,973 | 10,133 | 4,522 | 3,775 | 250 |
| Oconto | 3,089 | 2,991 | 6,080 | 2,959 | 2,511 | 53 |
| Oneida | 1,362 | 1,287 | 2,649 | 519 | 1,560 | ..... |
| Outagamie | 4,872 | 4,665 | 9,537 | 4,109 | 3,265 | 605 |
| Ozaukee | 3,332 | 3,106 | 6,438 | 2,926 | 2,104 | 717 |
| Pepin | 1,513 | 1,354 | 2,867 | 1,316 | 1,120 | 57 |
| Pierce | 4,363 | 4,146 | 8,509 | 3,870 | 3,536 | 42 |
| Polk | 3,567 | 3,296 | 6,863 | 3,250 | 2,625 | 56 |
| Portage | 4,175 | 3,899 | 8,074 | 3,606 | 2,560 | 247 |
| Price | 1,584 | 1,499 | 3,083 | 1,751 | 1,548 | 14 |
| Racine | 2,764 | 2,543 | 5,307 | 2,264 | 2,527 | 366 |
| Richland | 3,384 | 3,312 | 6,696 | 2,837 | 2,534 | 31 |
| Rock | 4,501 | 4,288 | 8,789 | 4,067 | 3,597 | 104 |
| St. Croix | 4,553 | 4,316 | 8,869 | 3,980 | 3,608 | 94 |
| Sauk | 4,638 | 4,293 | 8,931 | 3,914 | 3,178 | 352 |
| Sawyer | 453 | 494 | 947 | 410 | 360 | 2 |
| Shawano | 5,273 | 5,075 | 10,348 | 4,800 | 3,676 | 400 |
| Sheboygan | 5,047 | 4,878 | 9,925 | 4,443 | 3,686 | 695 |
| Taylor | 2,094 | 2,010 | 4,104 | 1,974 | 2,101 | 211 |
| Trempealeau | 4,504 | 4,258 | 8,762 | 3,940 | 3,051 | 269 |
| Vernon | 5,302 | 4,925 | 10,227 | 4,517 | 3,815 | 92 |
| Vilas | 521 | 431 | 952 | 478 | 357 | 2 |
| Walworth | 3,910 | 3,729 | 7,639 | 3,378 | 3,216 | 10 |
| Washburn | 1,031 | 958 | 1,989 | 826 | 783 | 11 |
| Washington | 4,582 | 4,486 | 9,068 | 3,909 | 2,805 | 1,067 |
| Waukesha | 5,911 | 5,620 | 11,531 | 5,299 | 4,493 | 557 |
| Waupaca | 5,160 | 4,952 | 10,112 | 4,491 | 4,030 | 210 |
| Waushara | 2,980 | 2,654 | 5,634 | 2,501 | 2,175 | 152 |
| Winnebago | 2,919 | 2,823 | 5,742 | 2,522 | 2,324 | 81 |
| Wood | 4,591 | 4,300 | 8,891 | 3,943 | 2,991 | 710 |

*Statistical Tables.*

## ENROLLMENT AND ATTENDANCE, 1899-1900.

| COUNTIES — Exclusive of cities under city superintendents. | ENROLLMENT IN PUBLIC SCHOOLS. | | | *Total number who have attended public school.* | |
|---|---|---|---|---|---|
| | Number between 4 and 20. | Under 4. | Over 20. | Male. | Female. |
| Totals | 316,465 | 269 | 352 | 161,257 | 155,829 |
| Adams | 2,671 | ..... | 1 | 1,346 | 1,326 |
| Ashland | 1,429 | ..... | ..... | 725 | 704 |
| Barron | 5,721 | ..... | 3 | 2,860 | 2,864 |
| Bayfield | 2,541 | ..... | ..... | 1,319 | 1,222 |
| Brown | 5,438 | 11 | ..... | 2,807 | 2,642 |
| Buffalo | 4,423 | 4 | 3 | 2,309 | 2,121 |
| Burnett | 1,758 | ..... | 3 | 898 | 863 |
| Calumet | 3,440 | 2 | ..... | 1,791 | 1,651 |
| Chippewa | 5,449 | ..... | ..... | 2,780 | 2,669 |
| Clark | 6,770 | ..... | 5 | 3,343 | 3,432 |
| Columbia | 5,845 | ..... | 20 | 2,942 | 2,923 |
| Crawford | 3,909 | 9 | ..... | 1,959 | 1,959 |
| Dane | 11,358 | 18 | 15 | 5,763 | 5,628 |
| Dodge | 8,219 | 9 | 10 | 4,398 | 3,840 |
| Door | 3,725 | 8 | 10 | 1,878 | 1,865 |
| Douglas | 1,114 | 7 | 1 | 538 | 584 |
| Dunn | 5,579 | 4 | 10 | 2,752 | 2,841 |
| Eau Claire | 3,943 | 1 | ..... | 2,086 | 1,858 |
| Florence | 800 | 1 | ..... | 374 | 427 |
| Fond du Lac | 6,242 | 7 | 10 | 3,154 | 3,105 |
| Forest | 230 | 1 | ..... | 116 | 115 |
| Grant | 9,379 | 1 | 22 | 4,696 | 4,706 |
| Green | 4,757 | 12 | ..... | 2,489 | 2,280 |
| Green Lake | 2,710 | 1 | 3 | 1,400 | 1,314 |
| Iowa | 5,465 | 6 | 5 | 2,764 | 2,712 |
| Iron | 1,557 | 3 | 2 | 775 | 787 |
| Jackson | 4,677 | ..... | 10 | 2,408 | 2,279 |
| Jefferson | 6,261 | 5 | 11 | 3,187 | 3,090 |
| Juneau | 5,148 | 2 | 4 | 2,554 | 2,600 |
| Kenosha | 2,101 | 1 | ..... | 1,026 | 1,076 |
| Kewaunee | 4,307 | 5 | 8 | 2,144 | 2,176 |
| La Crosse | 2,966 | 1 | 1 | 1,481 | 1,487 |
| Lafayette | 5,664 | 3 | 2 | 2,859 | 2,810 |
| Langlade | 1,904 | ..... | ..... | 936 | 968 |
| Lincoln | 1,383 | 1 | 1 | 676 | 709 |
| Manitowoc | 8,724 | 11 | 3 | 4,551 | 4,187 |
| Marathon | 7,073 | 2 | 18 | 3,486 | 3,607 |
| Marinette | 3,685 | ..... | ..... | 1,844 | 1,841 |
| Marquette | 2,632 | 2 | 2 | 1,309 | 1,327 |

*Statistical Tables.*

ENROLLMENT AND ATTENDANCE, 1899-1900.— Continued.

| COUNTIES — Exclusive of cities under city superintendents. | ENROLLMENT IN PUBLIC SCHOOLS. | | | | |
|---|---|---|---|---|---|
| | Number between 4 and 20. | Under 4. | Over 20. | *Total number who have attended public school.* | |
| | | | | Male. | Female. |
| Milwaukee | 7,534 | 17 | 10 | 3,957 | 3,604 |
| Monroe | 7,148 | 1 | 24 | 3,649 | 3,524 |
| Oconto | 3,819 | ..... | 19 | 1,891 | 1,947 |
| Oneida | 1,894 | 15 | 4 | 968 | 945 |
| Outagamie | 5,234 | 3 | 1 | 2,709 | 2,529 |
| Ozaukee | 3,288 | ..... | ..... | 1,740 | 1,548 |
| Pepin | 2,104 | 1 | 3 | 1,095 | 1,013 |
| Pierce | 6,007 | 3 | 15 | 3,115 | 2,910 |
| Polk | 4,834 | 1 | 9 | 2,471 | 2,373 |
| Portage | 4,342 | 2 | 4 | 2,180 | 2,168 |
| Price | 2,270 | ..... | ..... | 1,126 | 1,144 |
| Racine | 3,364 | 1 | ..... | 1,727 | 1,638 |
| Richland | 5,626 | 24 | 9 | 2,849 | 2,810 |
| Rock | 6,495 | ..... | ..... | 3,337 | 3,158 |
| St. Croix | 6,278 | 1 | 18 | 3,170 | 3,127 |
| Sauk | 6,230 | 14 | 4 | 3,155 | 3,093 |
| Sawyer | 678 | ..... | ..... | 326 | 352 |
| Shawano | 5,580 | 27 | ..... | 2,865 | 2,742 |
| Sheboygan | 6,207 | 3 | ..... | 3,180 | 3,030 |
| Taylor | 2,546 | ..... | ..... | 1,272 | 1,274 |
| Trempealeau | 5,798 | ..... | 15 | 3,165 | 2,648 |
| Vernon | 7,722 | 3 | 8 | 3,906 | 3,827 |
| Vilas | 789 | ..... | ..... | 394 | 395 |
| Walworth | 6,319 | 3 | 3 | 3,170 | 3,155 |
| Washburn | 1,504 | ..... | ..... | 732 | 772 |
| Washington | 4,931 | 1 | 2 | 2,593 | 2,341 |
| Waukesha | 7,557 | 1 | 4 | 3,910 | 3,652 |
| Waupaca | 6,651 | 8 | 6 | 3,363 | 3,302 |
| Waushara | 4,044 | ..... | 7 | 2,105 | 1,946 |
| Winnebago | 3,846 | ..... | 1 | 1,970 | 1,877 |
| Wood | 4,829 | 2 | 3 | 2,444 | 2,390 |

## TEACHERS' CERTIFICATES, 1899-1900.

| Counties—Exclusive of cities under city superintendents. | Certificates Granted by County Superintendents. | | | | | | Applicants refused certificates. | Limited certificates granted. | Teachers holding state certificates. | Normal school graduates. | No. who have attended Normal school. | Amount of fees collected at examination. | Amount received for certificates granted in other counties. | Amount received for countersigning free high school diplomas. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *1st grade.* | | *2d grade.* | | *3d grade.* | | | | | | | | | |
| | To men. | To women. | To men. | To women. | To men. | To women. | Total. | | | | | | | |
| Totals | 147 | 310 | 324 | 1,312 | 925 | 4,385 | 7,403 | 1,785 | 645 | 533 | 745 | 1,399 | $8,858 | $334 | $41 00 |
| Adams | 2 | 1 | 2 | 9 | 8 | 75 | 97 | 24 | 19 | 1 | .... | 20 | $133 | $5 | $2 |
| Ashland | .... | 1 | 1 | 5 | 7 | 32 | 46 | 24 | 2 | 3 | 3 | 10 | 66 | 4 | ..... |
| Barron | .... | 8 | 8 | 16 | 21 | 76 | 129 | 35 | .... | ..... | 8 | 30 | 160 | 3 | ..... |
| Bayfield | 2 | 2 | 1 | 10 | 4 | 26 | 45 | 2 | 4 | 11 | 16 | 16 | 43 | 8 | 1 |
| Brown | .... | 4 | 4 | 16 | 16 | 44 | 84 | 26 | .... | 6 | 2 | 30 | 110 | ..... | ..... |
| Buffalo | 1 | 4 | 5 | 18 | 11 | 38 | 77 | 34 | 4 | 1 | 9 | 11 | 108 | 4 | 2 |
| Burnett | .... | 5 | 1 | 6 | 1 | 43 | 56 | 1 | 10 | 1 | .... | 5 | 57 | 8 | ..... |
| Calumet | 2 | 2 | 1 | 10 | 20 | 65 | 100 | 19 | 26 | 5 | 1 | 25 | 84 | ..... | ..... |
| Chippewa | 5 | 5 | 6 | 55 | 4 | 75 | 150 | 30 | .... | 9 | 9 | 19 | 223 | 14 | 1 |
| Clark | 3 | 11 | 8 | 38 | 10 | 71 | 141 | 23 | .... | 16 | 15 | 18 | 160 | 4 | ..... |
| Columbia | 3 | 1 | 12 | 23 | 29 | 154 | 222 | 63 | 33 | 4 | 4 | 35 | 282 | 2 | 1 |
| Crawford | 1 | 6 | 4 | 19 | 10 | 73 | 113 | 55 | 5 | 5 | 5 | 20 | 170 | 3 | ..... |
| Dane | 5 | 9 | 11 | 49 | 34 | 186 | 294 | 64 | 8 | 17 | 15 | 37 | 376 | 19 | 1 |
| Dodge | 6 | 5 | 10 | 14 | 53 | 102 | 190 | ..... | 30 | 23 | 15 | ..... | ..... | 2 | 3 |
| Door | 2 | ..... | 9 | 5 | 21 | 39 | 76 | 22 | 12 | 3 | 2 | 6 | 98 | ..... | ..... |

*Statistical Tables.*

| | | |

TEACHERS' CERTIFICATES, 1899-1900.—Continued.

| COUNTIES—Exclusive of cities under city superintendents. | CERTIFICATES GRANTED BY COUNTY SUPERINTENDENTS. | | | | | | | Applicants refused certificates. | Limited certificates granted. | Teachers holding state certificates. | Normal school graduates. | No. who have attended Normal school. | Amount of fees collected at examination. | Amount received for certificates granted in other counties. | Amount received for countersigning free high school diplomas. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *1st grade.* | | *2d grade.* | | *3d grade.* | | | | | | | | | | |
| | To men. | To women. | To men. | To women. | To men. | To women. | Total. | | | | | | | | |
| Richland | 3 | 4 | 10 | 25 | 12 | 63 | 117 | ..... | 10 | 2 | 16 | 10 | $187 | $9 | $2 |
| Rock | 5 | 21 | 6 | 46 | 15 | 180 | 273 | 38 | .... | 31 | 26 | 90 | 301 | 15 | ... .. |
| St. Croix | 7 | 5 | 8 | 24 | 9 | 76 | 129 | 30 | .... | 25 | 15 | 50 | 175 | 3 | 1 |
| Sauk | 5 | 15 | 4 | 28 | 8 | 69 | 129 | 32 | .... | 2 | 2 | 6 | 197 | ..... | ..... |
| Sawyer | .... | 4 | .... | 9 | ..... | 6 | 19 | ..... | 22 | 1 | 9 | 2 | ..... | ..... | ..... |
| Shawano | 1 | 4 | 6 | 11 | 17 | 101 | 140 | 43 | 13 | 3 | 4 | 20 | 169 | 14 | ..... |
| Sheboygan | 1 | 8 | 6 | 15 | 34 | 48 | 112 | 142 | 2 | 1 | 9 | 14 | 171 | ..... | ..... |
| Taylor | 1 | 2 | 6 | 6 | 15 | 44 | 74 | 23 | 3 | 3 | 8 | 7 | 107 | 1 | ..... |
| Trempealeau | 4 | 5 | 1 | 33 | 12 | 82 | 137 | 72 | 6 | ..... | 19 | 6 | 199 | 2 | ..... |
| Vernon | .... | 2 | 12 | 17 | 45 | 178 | 251 | 60 | 79 | 14 | 7 | 3 | 314 | 8 | 1 |
| Vilas | 2 | ..... | .... | 4 | ..... | 10 | 16 | ..... | ... | 8 | 6 | 6 | 14 | 2 | ..... |
| Walworth | 1 | 3 | 6 | 18 | 13 | 111 | 152 | 14 | 11 | 5 | 27 | 20 | ..... | 4 | 1 |
| Washburn | 2 | 2 | .... | 11 | 3 | 18 | 36 | 6 | 4 | ..... | 4 | 10 | 42 | 3 | ..... |
| Washington | 1 | 6 | 6 | 13 | 17 | 37 | 80 | 25 | .... | 1 | 10 | 40 | 102 | ..... | ..... |
| Waukesha | .... | 1 | 6 | 31 | 21 | 60 | 119 | 28 | .... | 4 | 49 | 37 | 147 | ..... | 1 |
| Waupaca | 2 | 1 | 5 | 13 | 39 | 98 | 158 | 7 | .... | ..... | .... | ..... | 162 | 2 | 1 |
| Waushara | .... | 2 | 5 | 25 | 15 | 75 | 122 | 25 | 3 | 9 | 7 | 20 | 144 | 3 | .. ... |
| Winnebago | .... | 2 | 2 | 19 | 7 | 63 | 93 | 7 | 11 | 3 | 2 | ..... | 107 | 4 | ..... |
| Wood | .... | 2 | 3 | 15 | 10 | 64 | 94 | ..... | 41 | ..... | 25 | 15 | 134 | ..... | ..... |

## TEACHERS AND TOWNSHIP LIBRARIES, 1899-1900.

| COUNTIES — Exclusive of cities under city superintendents. | TEACHERS. | | | | | TOWNSHIP LIBRARIES. | | | |
|---|---|---|---|---|---|---|---|---|---|
| | *Teachers employed.* | | | *Teachers' average wages.* | | Amount expended during year. | No. volumes purchased during year. | Whole No. purchased since 1887. | Whole amount expended for books since 1887. |
| | Male. | Female. | Total. | For men. | For women. | | | | |
| Totals and avs . | 2,076 | 8,126 | 10,202 | $13 84 | $31 79 | $40,095 88 | 66,549 | 359,256 | $207,484 13 |
| Adams | 11 | 116 | 127 | $30 58 | $33 94 | $322 01 | 715 | 3,649 | $2,041 43 |
| Ashland | 11 | 40 | 51 | 51 51 | 45 41 | 310 77 | 354 | 1,120 | ..... |
| Barron | 47 | 135 | 182 | 38 08 | 28 36 | 635 73 | 1,023 | 4,196 | 2,490 00 |
| Bayfield | 16 | 61 | 77 | 50 83 | 40 92 | 406 06 | 443 | 1,229 | 531 02 |
| Brown | 35 | 71 | 106 | 39 10 | 30 73 | 857 53 | 1,403 | 10,013 | 6,309 17 |
| Buffalo | 39 | 96 | 135 | 44 02 | 37 10 | 602 98 | 977 | 6,657 | 3,564 49 |
| Burnett | 7 | 67 | 74 | 39 87 | 28 24 | 172 59 | 384 | 2,447 | 1,520 12 |
| Calumet | 20 | 65 | 85 | 41 71 | 34 61 | 446 96 | 674 | 2,794 | 2,393 48 |
| Chippewa | 34 | 207 | 241 | 42 23 | 30 36 | 904 21 | 1,852 | 7,102 | 3,678 04 |
| Clark | 42 | 170 | 212 | 48 63 | 32 47 | 647 67 | 858 | 4,527 | 3,246 65 |
| Columbia | 43 | 220 | 263 | 48 26 | 25 94 | 704 70 | 1,078 | 5,615 | 3,046 79 |
| Crawford | 27 | 126 | 153 | 27 95 | 21 82 | 502 97 | 800 | 5,762 | 3,816 00 |
| Dane | 62 | 320 | 382 | 48 30 | 31 08 | 1,609 93 | 2,736 | 18,012 | 12,772 04 |
| Dodge | 90 | 186 | 276 | 40 75 | 28 37 | ..... | ..... | ..... | ..... |
| Door | 25 | 54 | 79 | 32 59 | 34 28 | 589 04 | 1,020 | 7,922 | 3,978 04 |
| Douglas | 11 | 41 | 52 | 41 58 | 40 11 | 104 40 | 258 | 1,259 | 622 02 |
| Dunn | 42 | 115 | 157 | 36 62 | 30 18 | 824 34 | 1,078 | 6,321 | 3,287 99 |
| Eau Claire | 15 | 111 | 126 | 58 15 | 36 33 | 478 22 | 811 | 6,835 | 3,903 68 |
| Florence | 2 | 19 | 21 | 68 15 | 40 88 | 47 10 | 57 | 1,132 | 1,477 32 |
| Fond du Lac | 36 | 180 | 216 | 48 25 | 30 65 | 978 38 | 1,984 | 8,114 | 4,491 85 |

TEACHERS AND TOWNSHIP LIBRARIES, 1899-1900.— Continued.

| COUNTIES — Exclusive of cities under city superintendents. | TEACHERS. | | | | | TOWNSHIP LIBRARIES. | | | |
|---|---|---|---|---|---|---|---|---|---|
| | *Teachers employed.* | | | *Teachers' average wages.* | | | | | |
| | Male. | Female. | Total. | For men. | For women. | Amount expended during year. | No. volumes purchased during year. | Whole No. purchased since 1887. | Whole amount expended for books since 1887. |
| Forest | 4 | 8 | 12 | $40 00 | $52 00 | $173 17 | 225 | 506 | ..... |
| Grant | 52 | 317 | 369 | 45 18 | 32 65 | 1,230 50 | 2,005 | 1,707 | ..... |
| Green | 44 | 198 | 242 | 38 91 | 27 33 | 542 20 | 1,093 | 6,279 | $3,129 87 |
| Green Lake | 27 | 83 | 110 | 37 12 | 26 89 | 433 24 | 879 | 5,257 | 2,731 47 |
| Iowa | 30 | 142 | 172 | 47 18 | 25 04 | 630 10 | 1,024 | 4,246 | 2,581 89 |
| Iron | 10 | 33 | 43 | 59 02 | 41 50 | 203 89 | 227 | 941 | 89 07 |
| Jackson | 25 | 132 | 157 | 43 56 | 30 90 | 312 30 | 479 | 8,150 | 4,893 10 |
| Jefferson | 27 | 165 | 192 | 50 78 | 36 25 | 875 59 | 1,244 | 6,391 | 2,832 88 |
| Juneau | 34 | 152 | 186 | 46 58 | 27 19 | 795 27 | 1,315 | 6,573 | 4,055 82 |
| Kenosha | 18 | 59 | 77 | 32 74 | 30 61 | 301 59 | 425 | 2,639 | 1,582 28 |
| Kewaunee | 37 | 36 | 73 | 42 19 | 44 12 | 780 20 | 1,050 | 9,441 | 5,623 59 |
| La Crosse | 11 | 69 | 80 | 48 70 | 28 48 | 486 16 | 1,016 | 6,191 | 3,492 92 |
| Lafayette | 35 | 173 | 208 | 55 84 | 30 32 | 680 69 | 1,471 | 9,487 | 5,648 80 |
| Langlade | 8 | 79 | 87 | 43 24 | 31 57 | 227 96 | 297 | 1,006 | 1,913 91 |
| Lincoln | 16 | 45 | 61 | 33 11 | 30 90 | 168 86 | 317 | 1,711 | 805 85 |
| Manitowoc | 76 | 102 | 178 | 47 53 | 36 08 | 1,027 04 | 1,711 | 8,971 | 4,278 81 |
| Marathon | 52 | 159 | 211 | 35 37 | 35 05 | 1,121 12 | 1,753 | 7,092 | 4,196 31 |
| Marinette | 14 | 64 | 78 | 52 56 | 33 80 | 521 52 | 850 | 4,498 | 2,767 02 |
| Marquette | 17 | 75 | 92 | 35 16 | 24 01 | 387 66 | 623 | 2,994 | 1,929 53 |
| Milwaukee | 50 | 110 | 160 | 60 89 | 44 35 | 1,292 79 | 2,067 | 9,323 | 5,060 16 |
| Monroe | 38 | 201 | 239 | 49 94 | 28 25 | 972 12 | 1,560 | 9,221 | 6,148 26 |
| Oconto | 24 | 72 | 96 | 37 25 | 30 59 | 463 36 | 771 | 3,514 | 1,692 05 |
| Oneida | 3 | 55 | 58 | 86 48 | 40 39 | 99 90 | 212 | 195 | 121 65 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Outagamie | 24 | 119 | 143 | 42 43 | 27 96 | 990 31 | 1,732 | 9,313 | 4,832 | 76 |
| Ozaukee | 47 | 34 | 81 | 44 24 | 35 74 | 634 06 | 1,201 | 4,838 | 2,676 | 41 |
| Pepin | 17 | 55 | 72 | 50 41 | 34 38 | 196 46 | 402 | 1,634 | 733 | 22 |
| Pierce | 51 | 134 | 185 | 46 24 | 32 73 | 515 71 | 923 | 6,205 | 3,990 | 25 |
| Polk | 28 | 127 | 155 | 40 16 | 31 45 | 664 58 | 1,091 | 6,242 | 3,638 | 80 |
| Portage | 28 | 123 | 151 | 37 64 | 25 47 | 592 41 | 962 | 5,561 | 3,753 | 62 |
| Price | 12 | 80 | 92 | 54 31 | 34 15 | 194 12 | 393 | 3,107 | 1,860 | 55 |
| Racine | 16 | 84 | 100 | 47 48 | 33 20 | 455 65 | 620 | 3,326 | 1,806 | 26 |
| Richland | 55 | 199 | 254 | 38 34 | 25 30 | 547 62 | 904 | 5,198 | 3,741 | 76 |
| Rock | 36 | 253 | 289 | 51 56 | 28 34 | 571 93 | 1,200 | 8,165 | 4,703 | 31 |
| St. Croix | 45 | 155 | 200 | 39 56 | 31 67 | 906 85 | 1,401 | 4,555 | 2,583 | 53 |
| Sauk | 31 | 189 | 220 | 45 07 | 29 01 | 796 61 | 1,530 | 9,765 | 5,472 | 89 |
| Sawyer | 4 | 34 | 38 | 74 09 | 38 95 | ..... | ..... | ..... | ..... | |
| Shawano | 31 | 113 | 144 | 46 96 | 28 00 | 716 24 | 995 | 4,356 | 2,001 | 00 |
| Sheboygan | 41 | 111 | 152 | 46 12 | 30 35 | 980 90 | 1,562 | 8,857 | 5,272 | 14 |
| Taylor | 22 | 69 | 91 | 47 19 | 31 89 | 318 57 | 453 | 2,361 | 1,801 | 30 |
| Trempealeau | 36 | 119 | 155 | 20 60 | 27 46 | ..... | ..... | ..... | ..... | |
| Vernon | 48 | 209 | 257 | 37 92 | 26 03 | 873 41 | 1,385 | 10,552 | 5,465 | 00 |
| Vilas | 6 | 21 | 27 | 62 23 | 39 81 | 83 77 | 137 | ..... | ..... | |
| Walworth | 27 | 175 | 202 | 44 67 | 35 73 | 692 54 | 1,100 | 5,214 | 2,581 | 46 |
| Washburn | 14 | 36 | 50 | 48 41 | 36 47 | 192 60 | 235 | 728 | 319 | 62 |
| Washington | 36 | 87 | 123 | 46 59 | 28 06 | 642 64 | 1,268 | 7,739 | 5,361 | 00 |
| Waukesha | 47 | 144 | 191 | 48 30 | 48 40 | 852 03 | 1,109 | 5,815 | 3,700 | 70 |
| Waupaca | 33 | 143 | 176 | 33 03 | 27 11 | 1,017 06 | 1,772 | 9,378 | 5,528 | 18 |
| Waushara | 34 | 141 | 175 | 31 95 | 26 02 | 610 78 | 1,119 | 5,123 | 3,120 | 51 |
| Winnebago | 18 | 136 | 154 | 39 55 | 27 38 | 394 31 | 620 | 3,611 | 1,848 | 01 |
| Wood | 22 | 107 | 129 | 45 02 | 37 92 | 781 90 | 1,316 | 6,544 | 1,916 | 48 |

## FINANCIAL RECEIPTS, 1899-1900.

| COUNTIES — Exclusive of cities under city superintendents. | From money on hand June 30, 1899. | From taxes levied at district school meeting. | From taxes levied at annual town meeting. | From tax levied by county board of supervisors. | From state school fund income. | From all other sources. | Total amount received during the year. |
|---|---|---|---|---|---|---|---|
| Totals | $770,172 39 | $1,864,656 08 | $249,974 85 | $503,940 60 | $509,954 11 | $381,312 60 | $4,280,010 63 |
| Adams | $2,894 94 | $10,885 19 | ..... | $3,339 07 | $3,428 38 | $2,087 71 | $22,635 29 |
| Ashland | 8,615 71 | 8,511 00 | $13,500 00 | 1,157 45 | 2,663 49 | 959 45 | 35,407 10 |
| Barron | 14,417 16 | 29,173 20 | ..... | 7,967 51 | 7,909 63 | 6,812 65 | 66,280 15 |
| Bayfield | 14,439 83 | 2,002 50 | 42,090 00 | 4,576 64 | 6,562 70 | 10,823 75 | 80,495 42 |
| Brown | 8,461 99 | 13,618 10 | ..... | 10,762 67 | 11,062 06 | 4,579 39 | 48,484 21 |
| Buffalo | 7,665 17 | 22,923 98 | 650 00 | 9,294 11 | 6,977 40 | 2,727 67 | 50,238 33 |
| Burnett | 4,549 72 | 5,020 58 | 2,800 00 | 2,987 35 | 2,982 87 | 1,118 22 | 19,458 74 |
| Calumet | 8,451 49 | 14,986 18 | 295 54 | 7,436 10 | 7,253 65 | 2,972 95 | 41,395 91 |
| Chippewa | 24,382 78 | 34,065 69 | 16,342 12 | 8,784 54 | 8,711 78 | 8,399 08 | 100,685 99 |
| Clark | 24,254 28 | 35,820 79 | 300 00 | 9,333 94 | 10,384 11 | 5,503 54 | 85,596 66 |
| Columbia | 8,802 65 | 43,972 09 | ..... | 7,896 65 | 8,276 66 | 3,818 53 | 72,766 58 |
| Crawford | 4,845 05 | 15,385 92 | 63 61 | 6,021 81 | 5,676 85 | 3,799 23 | 35,792 47 |
| Dane | 18,776 76 | 64,690 23 | ..... | 17,342 26 | 17,893 22 | 14,708 79 | 133,411 26 |
| Dodge | 15,370 66 | 57,979 18 | ..... | 14,026 35 | 15,084 62 | 15,783 25 | 118,249 06 |
| Door | 7,328 45 | 13,080 48 | ..... | 6,449 57 | 6,077 25 | 4,078 73 | 37,014 48 |
| Douglas | 9,523 27 | 2,000 00 | 25,710 00 | 779 89 | 1,344 33 | 2,800 00 | 42,157 49 |
| Dunn | 8,321 23 | 27,125 36 | 42 59 | 7,821 81 | 7,763 86 | 1,886 84 | 52,961 69 |
| Eau Claire | 9,122 11 | 23,320 10 | 300 00 | 5,740 09 | 5,814 25 | 2,422 47 | 46,719 02 |
| Florence | 8,482 45 | 8,465 00 | 5,500 00 | 885 81 | 1,135 80 | 3,040 30 | 27,509 36 |
| Fond du Lac | 13,736 37 | 39,610 86 | ..... | 11,013 49 | 11,319 76 | 6,063 37 | 81,743 85 |
| Forest | 1,248 38 | ..... | 6,965 00 | ..... | 353 05 | 5,176 65 | 13,743 08 |
| Grant | 16,890 43 | 69,133 09 | ..... | 13,289 75 | 14,297 22 | 10,925 39 | 124,535 88 |

*Statistical Tables.*

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Green | 9,306 72 | 31,172 09 | ..... | 6,168 36 | 5,844 41 | 2,929 03 | 55,420 61 |
| Green Lake | 5,398 81 | 16,291 01 | ..... | 4,473 28 | 4,392 50 | 366 10 | 30,921 70 |
| Iowa | 4,307 10 | 34,297 41 | ..... | 7,265 59 | 7,893 17 | 4,302 65 | 58,065 92 |
| Iron | 11,783 00 | 15,690 00 | 7,500 00 | 406 13 | 1,734 38 | 500 76 | 37,614 27 |
| Jackson | 11,543 46 | 26,057 82 | 300 00 | 8,506 61 | 6,820 77 | 7,007 77 | 60,236 43 |
| Jefferson | 13,861 04 | 50,679 09 | 448 00 | 10,492 05 | 10,180 52 | 6,978 95 | 92,639 65 |
| Juneau | 10,992 09 | 34,815 88 | ..... | 8,201 69 | 7,653 86 | 9,994 53 | 71,658 05 |
| Kenosha | 3,945 38 | 15,588 75 | ..... | 3,702 95 | 3,232 86 | 391 83 | 26,861 77 |
| Kewaunee | 6,819 37 | 14,214 41 | ..... | 7,750 38 | 7,514 25 | 2,746 89 | 39,075 30 |
| La Crosse | 5,459 82 | 16,127 62 | ..... | 4,656 49 | 4,960 76 | 2,079 71 | 33,284 40 |
| Lafayette | 8,707 47 | 42,462 29 | ..... | 7,109 44 | 7,959 41 | 5,019 91 | 71,258 52 |
| Langlade | 8,423 58 | 16,124 52 | 1,130 00 | 2,672 40 | 2,775 16 | 470 20 | 31,595 86 |
| Lincoln | 2,854 28 | 2,664 20 | 12,090 00 | 3,153 52 | 2,101 22 | 1,121 12 | 23,984 34 |
| Manitowoc | 14,084 67 | 66,478 69 | ..... | 16,659 31 | 16,371 43 | 18,006 07 | 131,600 17 |
| Marathon | 20,341 79 | 38,570 79 | 1,023 33 | 12,471 99 | 18,986 94 | 17,940 29 | 109,335 13 |
| Marinette | 13,486 61 | 19,344 17 | 9,483 20 | 5,121 54 | 5,424 03 | 7,362 19 | 60,221 74 |
| Marquette | 3,971 51 | 8,095 44 | ..... | 3,863 31 | 4,376 17 | 1,780 01 | 22,086 44 |
| Milwaukee | 35,172 40 | 74,404 97 | ..... | 16,106 71 | 13,843 45 | 3,890 97 | 143,418 50 |
| Monroe | 12,585 17 | 48,078 09 | ..... | 10,639 25 | 10,246 90 | 18,117 07 | 99,666 48 |
| Oconto | 8,598 75 | 14,464 60 | 2,684 97 | 4,941 35 | 5,343 68 | 2,801 87 | 38,835 22 |
| Oneida | 6,313 19 | ..... | 29,832 04 | ..... | 2,525 13 | 4,602 62 | 43,272 98 |
| Outagamie | 20,346 09 | 21,077 13 | ..... | 11,872 64 | 9,744 77 | 8,835 46 | 71,876 09 |
| Ozaukee | 5,516 97 | 20,550 63 | 2,559 48 | 7,306 14 | 6,564 81 | 6,789 53 | 49,287 56 |
| Pepin | 3,124 01 | 11,067 78 | ..... | 3,047 41 | 2,956 10 | 4,979 99 | 25,175 29 |
| Pierce | 13,873 34 | 35,872 21 | 242 81 | 8,957 77 | 9,711 55 | 8,557 01 | 77,214 69 |
| Polk | 14,381 56 | 24,746 42 | 686 31 | 6,806 25 | 6,744 20 | 4,181 92 | 57,546 66 |
| Portage | 17,534 85 | 15,477 67 | ..... | 8,046 62 | 7,727 86 | 2,551 14 | 51,338 14 |
| Price | 11,387 58 | 22,956 75 | 12,231 00 | 2,484 85 | 4,257 15 | 3,057 75 | 56,375 08 |
| Racine | 6,601 73 | 29,233 79 | ..... | 6,787 43 | 5,964 02 | 3,972 48 | 52,559 45 |
| Richland | 8,950 68 | 23,815 90 | ..... | 9,860 09 | 7,285 87 | 6,377 50 | 56,290 04 |
| Rock | 17,886 12 | 59,829 52 | ..... | 8,582 05 | 9,234 00 | 7,148 92 | 102,680 61 |
| St. Croix | 12,143 95 | 35,779 32 | 1,060 29 | 8,317 49 | 9,652 03 | 7,877 88 | 74,830 96 |
| Sauk | 10,160 20 | 35,966 98 | 192 02 | 10,143 89 | 9,605 26 | 3,936 90 | 70,005 25 |
| Sawyer | 20 53 | ..... | 20,000 00 | 823 00 | 1,462 05 | ..... | 22,305 58 |
| Shawano | 18,764 89 | 23,119 05 | 1,958 16 | 10,550 19 | 10,463 46 | 5,491 64 | 70,347 39 |
| Sheboygan | 8,210 07 | 34,603 25 | ..... | 9,821 99 | 11,155 87 | 4,728 35 | 68,519 53 |

FINANCIAL RECEIPTS, 1899-1900.— Continued.

| COUNTIES — Exclusive of cities under city superintendents. | From money on hand June 30, 1899. | From taxes levied at district school meeting. | From taxes levied at annual town meeting. | From tax levied by county board of supervisors. | From state school fund income. | From all other sources. | Total amount received during the year. |
|---|---|---|---|---|---|---|---|
| Taylor | $13,768 47 | $20,781 81 | $5,075 00 | $3,908 45 | $4,242 09 | $3,114 69 | $50,890 51 |
| Trempealeau | 9,600 50 | 22,984 41 | ..... | 8,676 83 | 9,301 11 | 3,263 57 | 53,826 42 |
| Vernon | 9,387 43 | 33,514 74 | ..... | 10,729 97 | 10,920 37 | 9,403 19 | 73,955 70 |
| Vilas | 2,160 91 | ..... | 15,889 50 | 766 66 | 973 07 | ..... | 19,790 14 |
| Walworth | 16,902 67 | 70,162 24 | ..... | 6,570 68 | 7,669 52 | 11,466 42 | 112,771 53 |
| Washburn | 5,698 70 | 6,294 14 | 8,230 01 | 2,875 02 | 1,888 82 | 998 68 | 25,985 37 |
| Washington | 6,398 36 | 26,140 87 | ..... | 9,671 70 | 9,213 54 | 5,277 73 | 56,702 20 |
| Waukesha | 15,624 04 | 67,307 85 | 2,299 87 | 11,677 57 | 10,189 26 | 12,625 78 | 119,724 37 |
| Waupaca | 10,876 06 | 29,563 69 | ..... | 12,803 51 | 10,054 99 | 5,937 39 | 69,240 64 |
| Waushara | 7,204 16 | 17,898 80 | ..... | 5,725 49 | 5,799 62 | 3,620 27 | 40,248 34 |
| Winnebago | 8,991 74 | 19,647 42 | 500 00 | 7,196 42 | 5,591 05 | 2,911 81 | 44,838 44 |
| Wood | 36,119 69 | 28,842 35 | ..... | 8,656 28 | 8,427 73 | 5,303 10 | 87,349 15 |

## FINANCIAL DISBURSEMENTS, 1899-1900.

| COUNTIES—Exclusive of cities under city superintendents. | For building and repairing. | For apparatus | For services of male teachers. | For services of female teachers. | For old indebtedness. | For school furniture. | For services of dist. cl'rks and secretaries of town b'ds of school directors. | For all other purposes. | Total amount paid out during year. | Money on hand June 30, 1900. |
|---|---|---|---|---|---|---|---|---|---|---|
| Totals | $356,684 12 | $54,491 35 | $637,329 14 | $1,605,080 20 | $163,307 59 | $16,763 00 | $17,375 79 | $511,250 94 | $3,422,290 13 | $857,720 50 |
| Adams | $1,943 51 | $265 29 | $1,804 00 | $11,369 30 | $694 88 | $443 94 | $334 00 | $1,714 15 | $18,569 07 | $4,066 22 |
| Ashland | 2,045 74 | 1,244 84 | 3,915 00 | 11,672 50 | 1,606 67 | 966 91 | 639 36 | 2,651 59 | 24,742 61 | 10,664 49 |
| Barron | 3,261 18 | 960 61 | 10,182 25 | 23,418 42 | 1,155 71 | 742 11 | 905 50 | 9,090 67 | 49,716 45 | 16,563 70 |
| Bayfield | 18,314 82 | 1,032 02 | 6,835 00 | 20,773 50 | 774 96 | 798 05 | 661 45 | 15,954 23 | 65,174 03 | 15,321 39 |
| Brown | 4,138 42 | 543 28 | 8,380 22 | 17,973 50 | 1,344 50 | 595 90 | 656 00 | 5,294 38 | 38,926 20 | 9,558 01 |
| Buffalo | 3,779 80 | 758 85 | 11,094 60 | 17,214 25 | 2,275 35 | 667 28 | 482 00 | 4,275 92 | 40,548 05 | 9,690 28 |
| Burnett | 2,010 22 | 389 77 | 1,335 50 | 7,852 35 | 547 49 | 170 76 | 434 73 | 1,773 92 | 14,514 74 | 4,944 00 |
| Calumet | 2,416 06 | 390 36 | 6,850 00 | 14,764 50 | 2,287 87 | 442 98 | 569 50 | 3,921 39 | 31,642 66 | 9,753 25 |
| Chippewa | 11,767 58 | 3,359 00 | 8,190 90 | 33,184 52 | 3,573 33 | 1,492 85 | 1,764 08 | 7,965 10 | 74,297 36 | 26,388 63 |
| Clark | 4,203 87 | 1,743 30 | 12,210 75 | 32,224 18 | 1,496 16 | 849 58 | 836 71 | 7,613 66 | 61,178 21 | 24,418 45 |
| Columbia | 2,528 83 | 981 26 | 12,112 50 | 31,115 43 | 2,465 72 | 514 44 | 624 47 | 9,184 93 | 59,527 58 | 13,239 00 |
| Crawford | 3,740 35 | 434 14 | 5,828 40 | 15,036 95 | 1,393 65 | 629 09 | 413 85 | 3,340 10 | 30,846 53 | 4,945 94 |
| Dane | 8,196 15 | 1,823 26 | 18,701 75 | 62,981 15 | 2,460 66 | 1,725 55 | 1,354 23 | 16,573 76 | 113,816 51 | 19,594 75 |
| Dodge | 8,610 00 | 859 33 | 26,849 78 | 39,581 75 | 3,742 80 | 1,486 12 | 1,231 92 | 18,254 26 | 100,618 96 | 17,630 10 |
| Door | 4,030 75 | 434 14 | 6,858 40 | 11,881 60 | 733 44 | 245 12 | 540 50 | 3,872 90 | 28,596 85 | 8,417 63 |
| Douglas | 7,332 67 | 1,608 67 | 2,214 25 | 12,423 75 | 343 89 | 683 92 | 1,267 35 | 7,157 03 | 33,031 53 | 9,125 96 |
| Dunn | 2,534 12 | 1,017 31 | 9,564 95 | 23,172 53 | 623 69 | 500 01 | 798 00 | 4,560 17 | 42,770 78 | 10,190 91 |
| Eau Claire | 3,293 15 | 755 56 | 5,047 49 | 19,591 75 | 812 50 | 525 86 | 591 00 | 5,856 76 | 36,474 07 | 10,244 95 |
| Florence | 4,435 97 | 981 39 | 1,295 00 | 6,992 00 | 452 71 | 908 96 | 224 50 | 4,978 29 | 20,268 82 | 7,240 54 |

FINANCIAL DISBURSEMENTS, 1899-1900.— Continued.

| COUNTIES—Exclusive of cities under city superintendents. | For building and repairing. | For apparatus | For services of male teachers. | For services of female teachers. | For old indebtedness. | For school furniture. | For services of dist. cl'rks and secretaries of town b'ds of school directors. | For all other purposes. | Total amount paid out during year. | Money on hand June 30, 1900. |
|---|---|---|---|---|---|---|---|---|---|---|
| F'nd du L'c | $2,642 71 | $513 13 | $10,214 00 | $38,291 35 | $2,778 22 | $703 48 | $891 50 | $10,844 36 | $66,878 75 | $14,865 10 |
| Forest .... | 921 12 | 92 71 | 1,080 00 | 2,532 50 | 65 00 | 204 82 | 151 00 | 592 80 | 5,639 95 | 8,103 13 |
| Grant..... | 6,496 18 | 887 68 | 17,082 85 | 56,555 74 | 6,761 42 | 706 12 | 1,368 00 | 13,504 32 | 103,362 31 | 21,173 57 |
| Green ..... | 2,006 44 | 1,748 53 | 8,615 50 | 25,260 07 | 1,792 21 | 535 33 | 538 68 | 5,136 77 | 45,633 53 | 9,787 08 |
| Green L'ke | 1,116 01 | 302 12 | 5,498 50 | 13,138 50 | 2,493 84 | 166 38 | 373 65 | 2,942 56 | 26,031 56 | 4,890 14 |
| Iowa..... | 3,117 18 | 504 85 | 10,545 50 | 25,495 00 | 3,898 12 | 323 05 | 778 98 | 6,922 97 | 51,585 65 | 6,480 27 |
| Iron ..... | 1,929 54 | 301 00 | 4,290 00 | 12,460 00 | 630 00 | 811 67 | ..... | 5,617 09 | 26,039 30 | 11,574 97 |
| Jackson... | 5,605 25 | 535 67 | 6,066 25 | 25,157 95 | 1,691 58 | 369 04 | 629 50 | 7,491 20 | 47,546 44 | 12,689 99 |
| Jefferson .. | 2,755 24 | 794 65 | 11,902 25 | 40,943 42 | 4,933 78 | 692 52 | 1,081 85 | 12,689 02 | 75,792 73 | 16,846 92 |
| Juneau ... | 8,952 01 | 493 19 | 9,352 00 | 26,723 55 | 3,610 03 | 817 67 | 636 15 | 11,220 40 | 61,805 00 | 9,853 05 |
| Kenosha .. | 905 69 | 208 53 | 5,021 24 | 13,628 50 | 482 18 | 77 27 | 254 50 | 2,262 72 | 22,840 63 | 4,021 14 |
| Kewaunee. | 2,369 28 | 556 75 | 13,418 96 | 10,150 00 | 1,360 83 | 412 44 | 491 00 | 6,536 58 | 35,295 84 | 3,779 46 |
| La Crosse. | 1,228 54 | 592 81 | 4,361 50 | 15,865 00 | 1,380 85 | 480 14 | 289 50 | 3,066 66 | 27,265 00 | 6,019 40 |
| Lafayette . | 3,224 10 | 1,044 01 | 14,498 93 | 29,204 50 | 3,859 83 | 419 67 | 850 11 | 8,246 16 | 61,347 31 | 9,911 21 |
| Langlade.. | 920 84 | 514 20 | 2,642 00 | 14,148 00 | 521 06 | 328 84 | 511 25 | 2,701 06 | 22,287 25 | 9,308 61 |
| Lincoln ... | 2,158 41 | 239 73 | 3,496 00 | 10,096 75 | 48 02 | 256 66 | 581 00 | 2,460 16 | 19,336 73 | 4,647 61 |
| Manitowoc | 15,393 51 | 938 07 | 32,165 00 | 33,842 78 | 9,848 56 | 1,028 48 | 895 84 | 14,718 84 | 108,831 08 | 22,769 09 |
| Marathon . | 19,395 05 | 1,820 30 | 14,545 40 | 31,279 93 | 1,424 76 | 1,827 87 | 1,270 00 | 8,368 54 | 79,931 85 | 29,403 28 |
| Marinette . | 5,610 77 | 1,289 02 | 5,727 00 | 17,879 32 | 1,945 63 | 790 69 | 770 14 | 6,086 47 | 40,099 04 | 20,122 70 |
| Marquette. | 1,587 12 | 67 08 | 3,681 30 | 10,063 42 | 274 24 | 180 76 | 211 17 | 2,619 59 | 18,684 68 | 3,401 76 |
| Milwaukee. | 12,343 01 | 1,338 79 | 28,695 01 | 43,772 25 | 7,121 73 | 1,410 77 | 986 50 | 16,907 40 | 112,575 46 | 30,843 04 |
| Monroe ... | 16,016 35 | 1,019 86 | 11,336 00 | 34,382 93 | 11,401 54 | 811 80 | 867 25 | 10,504 44 | 86,340 17 | 13,326 31 |

| | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Oconto.... | 3,685 | 04 | 965 | 20 | 6,413 | 35 | 14,287 | 25 | 874 | 83 | 615 | 98 | 570 | 00 | 3,268 | 76 | 30,680 | 41 | 8,154 | 81 |
| Oneida.... | 561 | 38 | 502 | 34 | 2,335 | 00 | 15,507 | 50 | 1,439 | 75 | 1,057 | 19 | 317 | 95 | 5,712 | 81 | 27,433 | 92 | 15,839 | 06 |
| Outagamie. | 14,246 | 37 | 377 | 94 | 7,086 | 50 | 24,045 | 23 | 4,180 | 55 | 359 | 36 | 658 | 30 | 7,502 | 82 | 58,457 | 07 | 13,419 | 02 |
| Ozaukee .. | 5,427 | 59 | 303 | 13 | 17,215 | 50 | 9,824 | 50 | 3,882 | 30 | 538 | 15 | 310 | 50 | 6,683 | 63 | 44,185 | 30 | 5,102 | 26 |
| Pepin..... | 2,289 | 31 | 447 | 11 | 4,133 | 90 | 8,936 | 35 | 234 | 05 | 359 | 23 | 264 | 50 | 4,496 | 96 | 21,161 | 41 | 4,013 | 88 |
| Pierce..... | 8,119 | 74 | 750 | 71 | 12,728 | 25 | 26,594 | 33 | 2,317 | 92 | 771 | 04 | 819 | 40 | 11,502 | 71 | 63,601 | 10 | 13,610 | 59 |
| Polk..... | 4,535 | 71 | 815 | 79 | 6,667 | 00 | 23,068 | 75 | 438 | 63 | 842 | 88 | 767 | 00 | 6,210 | 23 | 43,345 | 99 | 14,200 | 67 |
| Portage... | 3,141 | 08 | 355 | 08 | 6,458 | 00 | 16,800 | 90 | 1,965 | 44 | 561 | 11 | 659 | 00 | 3,444 | 15 | 33,384 | 76 | 17,953 | 38 |
| Price..... | 8,215 | 77 | 1,526 | 67 | 4,579 | 60 | 18,956 | 63 | 722 | 82 | 1,190 | 55 | 873 | 00 | 7,939 | 56 | 44,004 | 60 | 12,370 | 48 |
| Racine.... | 2,033 | 31 | 394 | 15 | 5,692 | 75 | 22,308 | 91 | 4,783 | 37 | 366 | 42 | 431 | 00 | 7,548 | 86 | 43,558 | 77 | 9,000 | 68 |
| Richland.. | 2,035 | 63 | 584 | 44 | 11,228 | 10 | 21,529 | 49 | 486 | 26 | 243 | 36 | 669 | 78 | 8,024 | 10 | 44,801 | 16 | 11,488 | 88 |
| Rock..... | 4,964 | 12 | 696 | 63 | 11,799 | 98 | 45,329 | 92 | 2,867 | 70 | 370 | 63 | 945 | 26 | 14,613 | 65 | 81,617 | 89 | 21,062 | 72 |
| St. Croix.. | 3,365 | 00 | 800 | 19 | 12,805 | 72 | 30,719 | 85 | 2,019 | 18 | 590 | 21 | 850 | 00 | 8,584 | 25 | 59,734 | 40 | 15,096 | 56 |
| Sauk..... | 3,003 | 47 | 565 | 78 | 9,606 | 50 | 34,764 | 99 | 1,258 | 76 | 533 | 87 | 835 | 99 | 6,113 | 83 | 56,683 | 19 | 13,322 | 06 |
| Sawyer.... | 2,058 | 95 | 22 | 89 | 2,352 | 50 | 7,021 | 29 | 6,421 | 58 | 55 | 20 | 300 | 00 | 4,068 | 21 | 22,300 | 62 | 4 | 96 |
| Shawano.. | 5,279 | 66 | 1,528 | 64 | 9,008 | 00 | 22,805 | 15 | 2,569 | 33 | 1,259 | 44 | 849 | 08 | 8,223 | 71 | 51,523 | 01 | 18,824 | 38 |
| Sheboygan | 4,208 | 97 | 565 | 27 | 15,017 | 00 | 25,699 | 49 | 1,315 | 10 | 617 | 50 | 648 | 50 | 8,049 | 84 | 56,121 | 67 | 12,397 | 86 |
| Taylor .... | 2,582 | 71 | 1,001 | 03 | 6,849 | 00 | 16,724 | 55 | 1,041 | 54 | 365 | 09 | 703 | 00 | 6,038 | 35 | 35,305 | 27 | 15,585 | 24 |
| Tremp'l'au. | 2,603 | 52 | 1,119 | 34 | 7,774 | 57 | 22,147 | 17 | 529 | 75 | 775 | 01 | 665 | 00 | 7,717 | 42 | 43,331 | 78 | 10,494 | 64 |
| Vernon.... | 5,090 | 50 | 1,045 | 31 | 11,608 | 24 | 29,678 | 49 | 3,595 | 35 | 638 | 25 | 885 | 10 | 6,787 | 42 | 59,328 | 66 | 14,627 | 04 |
| Vilas..... | 2,233 | 95 | 123 | 10 | 3,575 | 00 | 7,603 | 77 | 362 | 82 | 447 | 76 | 310 | 00 | 3,954 | 84 | 18,611 | 24 | 1,178 | 90 |
| Walworth. | 8,153 | 30 | 879 | 57 | 13,381 | 92 | 47,724 | 75 | 7,412 | 95 | 934 | 71 | 649 | 75 | 15,603 | 99 | 94,740 | 94 | 18,030 | 59 |
| Washburn. | 1,540 | 44 | 800 | 61 | 4,003 | 50 | 9,568 | 95 | 286 | 36 | 448 | 85 | 301 | 80 | 3,298 | 18 | 20,248 | 69 | 5,736 | 68 |
| Washi·gt'n | 1,153 | 40 | 325 | 84 | 14,383 | 16 | 21,285 | 70 | 2,645 | 72 | 317 | 65 | 528 | 25 | 7,055 | 23 | 47,694 | 95 | 9,007 | 25 |
| Waukesha. | 4,829 | 83 | 375 | 40 | 18,842 | 00 | 44,966 | 25 | 5,430 | 75 | 1,080 | 53 | 1,022 | 36 | 15,244 | 57 | 91,791 | 69 | 27,932 | 68 |
| Waupaca.. | 3,696 | 06 | 612 | 87 | 10,818 | 02 | 28,030 | 65 | 2,849 | 94 | 975 | 35 | 854 | 17 | 8,902 | 62 | 56,739 | 68 | 12,500 | 96 |
| Waushara. | 3,537 | 98 | 232 | 46 | 5,425 | 50 | 17,122 | 30 | 1,027 | 03 | 414 | 05 | 473 | 00 | 3,662 | 46 | 31,894 | 78 | 8,353 | 56 |
| Winnebago | 2,515 | 28 | 336 | 19 | 4,740 | 85 | 21,230 | 55 | 963 | 00 | 321 | 02 | 569 | 38 | 5,585 | 38 | 36,261 | 65 | 8,576 | 79 |
| Wood..... | 26,268 | 51 | 1,055 | 61 | 7,293 | 80 | 23,701 | 15 | 2,275 | 40 | 1,972 | 71 | 855 | 00 | 9,909 | 08 | 73,331 | 26 | 14,017 | 89 |

## CITIES UNDER CITY SUPERINTENDENTS, 1899–1900.

| Cities. | Children Residing in City. | | | | Enrollment in Schools. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *Number between 4 and 20.* | | | Number between 7 and 13. | *Number between 4 and 20 who have attended public schools.* | | | Under 4. | Over 20. | Total number enrolled. | *No. between 7 and 13 who attended* | | Average attendance of all pupils. |
| | Male. | Female. | Total. | | Male. | Female. | Total. | | | | Public school 12 weeks or more. | Private school 12 weeks or more. | |
| Totals..... | 122,664 | 125,310 | 247,974 | 101,446 | 63,489 | 63,374 | 127,878 | 29 | 149 | 128,056 | 69,135 | 31,846 | 98,323 |
| Antigo..... | 977 | 875 | 1,852 | 961 | 692 | 628 | 1,320 | ..... | ..... | 1,320 | 716 | 408 | 1,227 |
| Appleton..... | 2,525 | 2,700 | 5,225 | 1,975 | 1,312 | 1,280 | 2,592 | ..... | 2 | 2,594 | 1,137 | 830 | 1,957 |
| Ashland..... | 1,965 | 2,030 | 3,995 | 2,060 | 1,114 | 1,152 | 2,266 | ..... | 2 | 2,268 | 1,257 | 690 | 1,686 |
| Baraboo..... | 752 | 800 | 1,552 | 688 | 685 | 784 | 1,469 | ..... | 5 | 1,474 | 674 | ..... | 1,232 |
| Beaver Dam.. | 879 | 910 | 1,789 | 874 | 454 | 526 | 980 | 2 | 2 | 984 | 476 | 304 | 707 |
| Beloit..... | 1,661 | 1,621 | 3,282 | 1,368 | 1,103 | 1,206 | 2,309 | ..... | 1 | 2,310 | 1,323 | 30 | 1,634 |
| Berlin..... | 742 | 864 | 1,606 | 859 | 371 | 398 | 769 | 2 | ..... | 771 | 411 | ..... | 620 |
| Brodhead .... | 247 | 203 | 450 | 205 | 219 | 199 | 418 | 1 | 1 | 420 | 205 | ..... | 346 |
| Chip'ewa F'lls | 1,568 | 1,712 | 3,280 | 1,485 | 695 | 728 | 1,423 | ..... | 2 | 1,425 | 918 | 553 | 1,168 |
| Columbus .... | 288 | 362 | 650 | 359 | 234 | 282 | 516 | ..... | 1 | 517 | 293 | 23 | 405 |
| De Pere..... | 468 | 508 | 976 | 409 | 123 | 135 | 258 | ..... | ..... | 258 | 169 | 230 | 236 |
| Eau Claire ... | 3,215 | 3,280 | 6,495 | 2,673 | 2,139 | 2,179 | 4,318 | ..... | 3 | 4,321 | 2,358 | 269 | 3,500 |
| Fond du Lac.. | 2,567 | 2,533 | 5,100 | ..... | 1,327 | 1,431 | 2,758 | ..... | 32 | 2,790 | 1,292 | ..... | 2,000 |
| Grand Rapids. | 708 | 680 | 1,388 | 666 | 529 | 499 | 1,028 | ..... | ..... | 1,028 | 529 | 128 | 804 |
| Green Bay ... | 3,150 | 3,370 | 6,520 | 2,860 | 1,886 | 1,960 | 3,846 | ..... | ..... | 3,846 | 2,202 | 598 | 2,903 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Hudson ..... | 553 | 595 | 1,148 | 529 | 413 | 423 | 836 | ..... | 2 | 838 | 529 | ..... | 675 |
| Janesville .... | 1,790 | 1 753 | 3,543 | 1,398 | 1,216 | 1,265 | 2,481 | ..... | 5 | 2,486 | 1,194 | 178 | 1,904 |
| Kaukauna.... | 960 | 1 021 | 1,981 | 885 | 412 | 405 | 817 | ..... | ..... | 817 | 414 | 470 | 658 |
| Kenosha ..... | 1,964 | 1 983 | 3,947 | 1,791 | 826 | 836 | 1,662 | ..... | 2 | 1,664 | 959 | 742 | 1,292 |
| La Crosse .... | 4,886 | 5,145 | 10,031 | 3,968 | 2,739 | 2 838 | 5,577 | ..... | 10 | 5,587 | 2,975 | 915 | 4,409 |
| Madison ..... | 2,634 | 2,703 | 5,337 | 2,237 | 1,530 | 1,515 | 3,045 | ..... | 10 | 3,055 | 1,555 | 588 | 2,508 |
| Marinette .... | 2,777 | 2 699 | 5,476 | 2,477 | 1,914 | 1,841 | 3,755 | ..... | ..... | 3,755 | 2,222 | 336 | 3,011 |
| Menasha ..... | 1,198 | 1 123 | 2,321 | 958 | 346 | 385 | 731 | ..... | ..... | 731 | 422 | 583 | 958 |
| Menomonie... | 1,133 | 1 120 | 2,253 | 1,111 | 806 | 816 | 1,622 | 23 | 7 | 1,652 | 833 | 160 | 1,307 |
| Merrill ..... | 1,600 | 1 700 | 3,300 | 1,410 | 835 | 831 | 1,666 | ..... | ..... | 1,666 | 1,066 | 535 | 1,334 |
| Milwaukee ... | 48,850 | 49,649 | 98,499 | 38,409 | 20,979 | 20,022 | 41,001 | ..... | 48 | 41,049 | 21,025 | 16,036 | 30,665 |
| Mineral Point. | 582 | 593 | 1,175 | 350 | 354 | 364 | 718 | ..... | 1 | 719 | 321 | 36 | 553 |
| Monroe ..... | 538 | 586 | 1,124 | 372 | 546 | 582 | 1,128 | ..... | ..... | 1,128 | 365 | ..... | 855 |
| Neenah ..... | 918 | 1,015 | 963 | 1,056 | 667 | 661 | 1,328 | ..... | 1 | 1,329 | 996 | 80 | 1,088 |
| New London.. | 414 | 423 | 837 | 368 | 208 | 224 | 432 | 1 | ..... | 433 | 168 | 194 | 296 |
| Oconto..... | 1,078 | 1,019 | 2,097 | 99 | 512 | 348 | 860 | ..... | ..... | 860 | 514 | 424 | 720 |
| Onalaska..... | 287 | 298 | 585 | 220 | 233 | 233 | 466 | ..... | ..... | 466 | 218 | ..... | 361 |
| Oshkosh..... | 4,539 | 4,701 | 9,240 | 3,904 | 2,290 | 2,409 | 4,699 | ..... | 3 | 4,702 | 2,504 | 1,496 | 3,477 |
| Portage ..... | 826 | 992 | 1,818 | 710 | ..... | ..... | 1,015 | ..... | 1 | 1,016 | 496 | 299 | 723 |
| Pra. du Chien. | 538 | 549 | 1,087 | 442 | 264 | 290 | 554 | ..... | ..... | 554 | 296 | 265 | 366 |
| Racine ..... | 4,767 | 4,711 | 9,478 | 4,174 | 2,661 | 2,690 | 5,351 | ..... | 1 | 5,352 | 3,200 | 900 | 4,512 |
| Reedsburg ... | 368 | 370 | 738 | 293 | 209 | 296 | 505 | ..... | 1 | 503 | 279 | 64 | 425 |
| Rice Lake.... | 542 | 605 | 1,147 | 513 | 386 | 446 | 832 | ..... | ..... | 832 | 445 | 67 | 579 |
| Ripon..... | 536 | 590 | 1,126 | 440 | 394 | 387 | 781 | ..... | 1 | 782 | 430 | ..... | 602 |
| Sheboygan ... | 4,288 | 4,300 | 8,588 | 3,708 | 2,186 | 2,162 | 4,348 | ..... | ..... | 4,348 | 2,406 | 1,259 | 3,426 |
| Stanley ..... | 363 | 299 | 662 | 303 | 259 | 217 | 476 | ..... | ..... | 476 | 271 | ..... | 356 |
| Stevens Point. | 1,892 | 2,000 | 3,892 | 1,682 | 1,016 | 956 | 1,972 | ..... | ..... | 1,972 | 1,144 | 698 | 1,345 |
| Sturgeon Bay. | 568 | 590 | 1,158 | 434 | 410 | 417 | 827 | ..... | 1 | 828 | 321 | 92 | 572 |
| Superior ..... | 3,933 | 4,100 | 8,033 | 3,718 | 2,959 | 3,068 | 6,027 | ..... | 1 | 6,028 | 3,516 | 467 | 4,298 |
| Tomahawk .. | 350 | 398 | 748 | 436 | 330 | 328 | 658 | ..... | ..... | 658 | 367 | ..... | 481 |
| Watertown ... | 2,051 | 1,910 | 3,961 | 1,858 | 606 | 559 | 1,165 | ..... | ..... | 1,165 | 1,401 | 457 | 901 |
| Waupaca..... | 445 | 443 | 888 | 427 | 381 | 407 | 788 | ..... | ..... | 788 | 426 | ..... | 566 |
| Wausau ..... | 2,355 | 2,431 | 4,786 | 2,032 | 1,430 | 1,442 | 2,872 | ..... | ..... | 2,872 | 1,565 | 391 | 2,171 |
| Whitewater .. | 399 | 448 | 847 | 399 | 289 | 324 | 613 | ..... | 3 | 616 | 332 | 51 | 504 |

## CITIES UNDER CITY SUPERINTENDENTS, 1899-1900.

| CITIES. | TEACHERS EMPLOYED. | | | TEACHERS' SALARIES. | | CERTIFICATES GRANTED BY CITY SUPERINTENDENTS. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | *1st grade.* | | *2d grade.* | | *3d grade.* | | Total. |
| | Male. | Female. | Total. | Average to males. | Average to females. | To males. | To females. | To males. | To females. | To males. | To females. | |
| Totals and averages | 327 | 2,534 | 2,861 | $918 24 | $408 92 | 41 | 134 | 7 | 154 | 6 | 443 | 795 |
| Antigo | 3 | 22 | 25 | $670 00 | $342 50 | ..... | ..... | 1 | 7 | ..... | 2 | 10 |
| Appleton | 11 | 65 | 76 | 1,036 17 | 403 08 | 2 | 9 | ..... | 6 | ..... | 9 | 26 |
| Ashland | 2 | 44 | 46 | 980 00 | 496 66 | ..... | ..... | ..... | 2 | ..... | 1 | 3 |
| Baraboo | 2 | 33 | 35 | 1,060 00 | 454 50 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Beaver Dam | 1 | 21 | 22 | 1,750 00 | 362 16 | 1 | 3 | ..... | 2 | ..... | 16 | 22 |
| Beloit | 4 | 51 | 55 | 912 50 | 419 00 | ..... | 1 | ..... | 32 | ..... | ..... | 33 |
| Berlin | 2 | 19 | 21 | 1,082 50 | 412 00 | ..... | 4 | ..... | ..... | ..... | 2 | 6 |
| Brodhead | 3 | 9 | 12 | 625 08 | 355 00 | ..... | ..... | ..... | 1 | ..... | 5 | 6 |
| Chippewa Falls | 7 | 29 | 36 | 620 71 | ..... | ..... | 1 | ..... | 1 | 2 | 2 | 6 |
| Columbus | 1 | 11 | 12 | 1,450 00 | 360 00 | ..... | ..... | ..... | 5 | ..... | 3 | 8 |
| De Pere | 2 | 6 | 8 | 733 68 | 403 80 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Eau Claire | 12 | 87 | 99 | 789 16 | 439 83 | ..... | 3 | ..... | 13 | ..... | 33 | 49 |
| Fond du Lac | 4 | 55 | 59 | 630 00 | 450 00 | ..... | 20 | ..... | 8 | ..... | ..... | 28 |
| Grand Rapids | 5 | 21 | 26 | 741 00 | 399 00 | ..... | ..... | ..... | ..... | 1 | 4 | 5 |
| Green Bay | 7 | 69 | 76 | 887 54 | 434 34 | 1 | 8 | ..... | 8 | ..... | ..... | 17 |
| Hudson | 3 | 17 | 20 | 770 84 | 385 74 | ..... | ..... | ..... | 2 | ..... | 9 | 11 |
| Janesville | 8 | 48 | 56 | 725 65 | 395 44 | 2 | 7 | ..... | 3 | ..... | 12 | 24 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Kaukauna | 4 | 20 | 24 | 815 00 | 357 75 | ..... | 2 | ..... | 5 | ..... | ..... | | 7 |
| Kenosha | 5 | 32 | 37 | 900 00 | 461 36 | ..... | 5 | 1 | 5 | 1 | 7 | | 19 |
| La Crosse | 10 | 119 | 129 | 1,233 61 | 476 77 | 10 | 10 | ..... | ..... | ..... | 121 | | 141 |
| Madison | 4 | 65 | 69 | 1,051 66 | 475 93 | ..... | 1 | ..... | ..... | ..... | 6 | | 7 |
| Marinette | 7 | 55 | 62 | 825 23 | 442 17 | 1 | ..... | ..... | 7 | ..... | 9 | | 17 |
| Menasha | 1 | 19 | 20 | 1,300 00 | 350 00 | ..... | ..... | ..... | ..... | ..... | 13 | | 13 |
| Menomonie | 6 | 38 | 44 | 989 00 | 425 35 | ..... | 2 | ..... | 3 | ..... | 10 | | 15 |
| Merrill | 7 | 28 | 35 | 506 25 | 367 55 | 1 | ..... | ..... | 9 | ..... | 13 | | 23 |
| Milwaukee | 96 | 765 | 861 | 1,230 00 | 630 00 | ..... | ..... | ..... | ..... | ..... | ..... | | 10 |
| Mineral Point | 3 | 12 | 15 | 868 32 | 307 52 | ..... | 1 | ..... | 1 | ..... | 4 | | 6 |
| Monroe | 2 | 23 | 25 | 712 50 | 336 17 | ..... | ..... | ..... | ..... | ..... | ..... | | ..... |
| Neenah | 1 | 30 | 31 | 1,600 00 | 398 00 | ..... | ..... | ..... | ..... | ..... | 2 | | 2 |
| New London | 5 | 6 | 11 | 580 00 | 360 00 | ..... | ..... | ..... | ..... | 1 | 1 | | 2 |
| Oconto | 6 | 14 | 20 | 635 00 | 387 00 | 3 | ..... | 1 | 1 | ..... | 10 | | 15 |
| Onalaska | 1 | 9 | 10 | 950 00 | 337 50 | ..... | ..... | ..... | ..... | ..... | 3 | | 3 |
| Oshkosh | 16 | 105 | 121 | 862 50 | 409 53 | 15 | 49 | ..... | 5 | 1 | 33 | | 103 |
| Portage | 1 | 20 | 21 | 1,600 00 | 418 95 | ..... | ..... | ..... | ..... | ..... | 13 | | 13 |
| Prairie du Chien | 3 | 9 | 12 | 633 33 | 322 22 | ..... | ..... | 1 | 4 | ..... | 1 | | 6 |
| Racine | 16 | 104 | 120 | 955 94 | 410 70 | 1 | ..... | ..... | ..... | ..... | 22 | | 23 |
| Reedsburg | 1 | 11 | 12 | 1,170 00 | 533 00 | ..... | ..... | ..... | ..... | ..... | ..... | | ..... |
| Rice Lake | 2 | 14 | 16 | 752 50 | 327 85 | ..... | ..... | ..... | ..... | ..... | 2 | | 2 |
| Ripon | 2 | 17 | 19 | 1,000 00 | 399 00 | ..... | ..... | ..... | ..... | ..... | ..... | | ..... |
| Sheboygan | 14 | 90 | 104 | 696 42 | 425 00 | ..... | 1 | 1 | 2 | ..... | 26 | | 30 |
| Stanley | 1 | 8 | 9 | 900 00 | 372 81 | ..... | ..... | ..... | 1 | ..... | ..... | | 1 |
| Stevens Point | 5 | 44 | 49 | 770 00 | 441 52 | 1 | 2 | ..... | ..... | ..... | ..... | | 3 |
| Sturgeon Bay | 4 | 11 | 15 | 833 33 | 438 50 | 1 | ..... | ..... | 4 | ..... | 3 | | 8 |
| Superior | 11 | 136 | 147 | 754 74 | 399 69 | ..... | ..... | ..... | 4 | ..... | 6 | | 10 |
| Tomahawk | 2 | 11 | 13 | 825 50 | 405 00 | ..... | ..... | 1 | 2 | ..... | 6 | | 9 |
| Watertown | 3 | 25 | 28 | 1,050 00 | 432 00 | ..... | 5 | ..... | 3 | ..... | 9 | | 17 |
| Waupaca | 2 | 13 | 15 | 900 00 | 403 27 | ..... | ..... | ..... | ..... | ..... | ..... | | ..... |
| Wausau | 7 | 59 | 66 | 627 86 | 426 06 | 1 | ..... | ..... | 7 | ..... | 25 | | 33 |
| Whitewater | 2 | 15 | 17 | 1,000 00 | 416 97 | 1 | ..... | 1 | 1 | ..... | ..... | | 3 |

CITIES UNDER CITY SUPERINTENDENTS—FINANCIAL RECEIPTS, 1899-1900.

| Cities. | Amount on hand June 30, 1899. | From taxes for building and repairs. | From taxes for teachers' wages. | From general tax for school purposes. | From tax levied by county board. | From income of school fund. | From all other sources. | Total. |
|---|---|---|---|---|---|---|---|---|
| Totals | $630,348 24 | $88,180 02 | $18,115 46 | $1,504,475 04 | $287,311 53 | $266,178 03 | $134,959 50 | $2,929,567 82 |
| Antigo | $487 98 | ..... | $13,763 20 | $10,026 00 | $1,883 90 | $2,698 49 | $190 50 | $29,050 07 |
| Appleton | 6,015 24 | ..... | ..... | 51,990 00 | 6,407 17 | 5,855 18 | 19,982 65 | 90,250 24 |
| Ashland | 5,821 80 | $15,000 00 | ..... | 27,373 00 | 3,731 81 | 5,066 51 | ..... | 56,992 82 |
| Baraboo | 7,773 41 | ..... | ..... | 17,500 00 | 1,620 77 | 1,590 18 | 1,131 00 | 29,615 36 |
| Beaver Dam | 4,353 29 | 2,000 00 | ..... | 11,500 00 | 1,954 54 | 2,036 50 | 715 25 | 22,559 58 |
| Beloit | 1,627 97 | 8,177 40 | ..... | 24,598 09 | 3,129 31 | 4,001 96 | 1,052 24 | 42,586 97 |
| Berlin | 2,730 68 | ..... | ..... | 9,000 00 | 1,686 03 | 2,186 06 | 1,279 75 | 16,882 52 |
| Brodhead | ..... | ..... | ..... | 6,014 54 | 526 30 | 512 72 | 865 78 | 7,919 34 |
| Chippewa Falls | 5,668 16 | ..... | ..... | 17,890 00 | 3,230 00 | 3,437 13 | 933 23 | 31,158 52 |
| Columbus | 4,821 96 | ..... | ..... | 1,437 03 | 690 03 | 711 89 | 1,563 19 | 9,224 10 |
| De Pere | 9,984 93 | ..... | ..... | 3,134 54 | 1,012 01 | 1,066 73 | 10,834 51 | 26,032 75 |
| Eau Claire | ..... | 10,000 00 | ..... | 45,340 00 | 6,944 16 | 7,322 79 | 2,525 50 | 72,132 45 |
| Fond du Lac | 10,168 55 | ..... | ..... | 28,000 00 | 5,404 69 | 7,293 80 | 1,281 78 | 52,148 82 |
| Grand Rapids | 105 00 | ..... | ..... | 15,500 00 | 1,629 39 | 1,767 71 | 1,210 79 | 20,212 89 |
| Green Bay | ..... | ..... | ..... | 38,779 69 | 6,595 40 | 6,927 17 | 5,355 46 | 57,657 72 |
| Hudson | 1,941 64 | ..... | ..... | 7,974 30 | 1,169 30 | 1,752 97 | 344 25 | 13,182 46 |
| Janesville | 965 73 | ..... | ..... | 28,000 00 | 4,564 89 | 4,719 86 | 1,746 55 | 39,997 03 |
| Kaukauna | 1,878 49 | ..... | ..... | 13,130 00 | 4,217 88 | 2,588 36 | 3,735 26 | 25,549 99 |
| Kenosha | 8,811 20 | ..... | ..... | 27,889 18 | 7,300 00 | 4,305 51 | 2,397 67 | 50,703 56 |
| La Crosse | 33,501 69 | ..... | ..... | 75,000 00 | 10,951 68 | 11,166 56 | 3,337 79 | 133,957 72 |
| Madison | 7,172 87 | ..... | ..... | 42,189 12 | 5,640 00 | 5,937 58 | 3,574 30 | 64,513 87 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Marinette | 170 63 | ..... | ..... | 27,400 00 | 5,799 45 | 6,074 27 | 1,919 83 | 41,364 18 |
| Menasha | 5,064 25 | ..... | ..... | 6,000 00 | 2,546 72 | 2,479 38 | 511 06 | 16,601 35 |
| Menomonie | 1,449 54 | ..... | ..... | 21,148 22 | 2,573 71 | 2,858 43 | 5,912 95 | 33,942 85 |
| Merrill | ..... | ..... | ..... | 10,650 00 | 6,000 00 | 3,475 71 | 544 92 | 20,670 63 |
| Milwaukee | 325,238 83 | ..... | ..... | 475,000 00 | 101,000 00 | 106,127 01 | 10,165 56 | 1,017,531 40 |
| Mineral Point | 21 79 | ..... | ..... | 5,400 00 | 1,099 77 | 1,214 41 | 975 84 | 8,711 81 |
| Monroe | 385 64 | ..... | ..... | 15,348 53 | 1,331 90 | 1,342 17 | 6,589 00 | 24,997 24 |
| Neenah | 14,354 88 | ..... | ..... | 11,865 95 | 2,770 36 | 2,465 18 | 2,155 50 | 33,611 87 |
| New London | 525 70 | ..... | ..... | 7,498 61 | ..... | 824 30 | 800 00 | 9,648 61 |
| Oconto | 2,702 54 | ..... | 4,352 26 | 2,498 90 | 1,930 00 | 2,539 00 | 520 00 | 14,542 70 |
| Onalaska | 2,367 43 | ..... | ..... | 3,000 00 | 621 56 | 641 36 | 693 10 | 7,323 45 |
| Oshkosh | 772 89 | 18,091 87 | .... ..... | 66,539 58 | ..... | 9,864 00 | 2,074 05 | 97,342 39 |
| Portage | ..... | ..... | ..... | 11,000 00 | 1,925 66 | 2,078 37 | 764 87 | 15,768 90 |
| Prairie du Chien | 2,015 96 | ..... | ..... | 3,674 53 | 1,154 43 | 1,172 53 | 1,035 07 | 9,052 52 |
| Racine | 21,130 05 | ..... | ..... | 35,600 00 | 40,000 00 | 9,988 53 | 2,160 33 | 108,878 91 |
| Reedsburg | 2,586 93 | ..... | ..... | 5,707 67 | 622 63 | 654 97 | 467 25 | 10,039 45 |
| Rice Lake | 14 44 | ..... | ..... | 6,610 04 | 1,190 16 | 989 58 | 3,243 98 | 12,048 20 |
| Ripon | 228 97 | ..... | ..... | 12,141 00 | 1,080 51 | 1,227 63 | 8,612 10 | 23,290 21 |
| Sheboygan | 61,675 94 | 15,319 50 | ..... | 64,974 93 | 9,268 92 | 9,085 92 | 972 39 | 161,297 60 |
| Stanley | 415 90 | ..... | ..... | 3,200 00 | 700 00 | 561 10 | 786 89 | 5,663 89 |
| Stevens Point | 7,571 69 | ..... | ..... | 21,700 00 | ..... | 1,211 66 | 8,648 27 | 39,131 62 |
| Sturgeon Bay | 2,559 72 | ..... | ..... | 5,500 00 | 1,138 28 | 1,757 38 | 59 10 | 11,014 48 |
| Superior | 47,441 28 | ..... | ..... | 110,000 00 | 12,949 27 | ..... | 1,979 81 | 172,370 36 |
| Tomahawk | 6,581 18 | ..... | ..... | 7,000 00 | ..... | 865 07 | 1,473 28 | 15,919 53 |
| Watertown | 7,045 16 | ..... | ..... | 15,680 44 | 4,050 31 | 4,268 04 | 1,138 13 | 32,182 08 |
| Waupaca | 492 83 | ..... | ..... | 8,588 98 | 890 02 | 878 18 | 1,188 03 | 12,038 04 |
| Wausau | 1,699 28 | 19,591 25 | ..... | 28,000 00 | 4,567 03 | 6,496 66 | 4,079 89 | 64,434 11 |
| Whitewater | 2,004 20 | ..... | ..... | 10,482 17 | 1,811 85 | 2,091 53 | 1,430 91 | 17,820 66 |

## CITIES UNDER CITY SUPERINTENDENTS — FINANCIAL DISBURSEMENTS, 1899-1900.

| Cities. | For building and repairing. | For apparatus and library. | For wages of male teachers. | For wages of female teachers. | For salary clerk board of education. | For old indebtedness. | For all other purposes. | Total. | Balance on hand June 30, 1900. | Deficit June 30, 1900. |
|---|---|---|---|---|---|---|---|---|---|---|
| Totals..... | $228,563 32 | $18,735 38 | $194,915 27 | $1,322,887 01 | $11,103 48 | $79,047 20 | $458,182 66 | $2,313,434 32 | $628,966 71 | $12,833 21 |
| Antigo ..... | $9,735 66 | $206 78 | $2,009 96 | $7,776 46 | $114 40 | $1,374 00 | $8,545 33 | $29,762 59 | ..... | $712 52 |
| Appleton.... | 14,889 69 | 371 64 | 11,397 84 | 26,200 43 | ..... | 23,020 87 | 11,739 31 | 87,619 78 | $2,630 46 | ..... |
| Ashland .... | 14,038 43 | 205 65 | 1,960 00 | 22,877 75 | 150 00 | ..... | 9,701 09 | 48,932 92 | 8,059 90 | ..... |
| Baraboo..... | 724 48 | 169 55 | 2,120 00 | 13,491 00 | ..... | ..... | 5,231 63 | 21,736 66 | 7,878 70 | ..... |
| Beaver Dam. | 1,123 18 | 158 33 | 1,750 00 | 8,399 25 | ..... | 2,041 37 | 5,788 67 | 19,260 80 | 3,298 78 | ..... |
| Beloit ..... | 2,487 43 | 2,500 00 | 3,650 00 | 19,727 00 | 100 00 | 5,513 13 | 6,679 39 | 40,656 95 | 1,930 02 | ..... |
| Berlin..... | 555 29 | 433 15 | 2,165 00 | 7,004 05 | 75 00 | ..... | 2,560 76 | 12,793 25 | 4,089 27 | ..... |
| Brodhead ... | 630 13 | 89 14 | 1,875 00 | 3,195 00 | 35 00 | 764 54 | 1,572 29 | 8,161 10 | ..... | 241 76 |
| Chip'wa F'ls | 875 34 | 270 57 | 4,435 00 | 13,105 00 | 100 00 | ..... | 3,563 79 | 22,349 70 | 8,808 82 | ..... |
| Columbus .. | 87 70 | 112 40 | 1,450 00 | 4,180 00 | ..... | ..... | 1,579 16 | 7,409 26 | 1,814 84 | ..... |
| De Pere. .... | 16,375 60 | 270 41 | 1,372 23 | 2,472 50 | 100 00 | 59 85 | 2,316 36 | 22,966 95 | 3,065 80 | ..... |
| Eau Claire .. | 10,724 56 | 164 83 | 10,874 50 | 37,275 62 | 480 00 | 2,960 00 | 20,813 11 | 83,292 62 | ..... | 11,160 17 |
| Fond du Lac. | 3,000 00 | 500 00 | 3,000 00 | 24,996 62 | ..... | ..... | 10,700 39 | 42,197 01 | 9,951 81 | ..... |
| Gr'nd Rapids | 500 00 | 332 80 | 3,705 00 | 8,379 00 | 100 00 | 992 00 | 4,103 97 | 18,112 77 | 2,100 12 | ..... |
| Green Bay .. | 1,292 85 | 85 93 | 6,212 78 | 31,133 92 | ..... | ..... | 16,262 32 | 54,987 80 | 2,669 92 | ..... |
| Hudson ..... | 853 96 | 447 92 | 1,827 50 | 6,431 47 | 100 00 | ..... | 2,464 29 | 12,125 14 | 1,057 32 | ..... |
| Janesville ... | 2,003 52 | 56 00 | 4,876 25 | 18,109 75 | 250-00 | 3,000 00 | 8,914 45 | 37,209 97 | 2,787 06 | ..... |
| Kaukauna .. | 83 10 | 220 41 | 3,260 00 | 7,515 00 | 90 00 | 7,563 30 | 4,131 16 | 22,862 97 | 2,687 02 | ..... |
| Kenosha .... | 15,164 53 | 454 42 | 4,414 84 | 14,763 57 | 500 00 | ..... | 8,810 50 | 44,107 86 | 6,595 70 | ..... |
| La Crosse ... | 1,802 57 | 97 00 | 10,336 06 | 56,735 73 | 2,000 00 | ..... | 21,111 46 | 92,082 82 | 41,874 90 | ..... |
| Madison..... | 6,429 27 | 273 71 | 5,505 00 | 31,080 24 | 300 00 | ..... | 11,176 98 | 54,765 20 | 9,748 67 | ..... |
| Marinette. .. | 2,495 00 | 200 00 | 4,993 00 | 24,019 21 | 200 00 | ..... | 9,426 97 | 41,364 18 | ..... | ..... |
| Menasha .... | 512 45 | 98 98 | 1,300 00 | 6,853 50 | 50 00 | ..... | 2,019 01 | 10,833 94 | 5,767 41 | ..... |

*Statistical Tables.*

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Menomonie | 1,028 66 | 358 23 | 4,954 00 | 14,743 75 | 250 00 | ..... | 7,713 75 | 20,048 39 | 4,894 46 | ..... | | | |
| Merrill | 1,292 10 | 492 32 | 2,317 50 | 12,102 60 | ..... | 771 05 | 3,675 51 | 20,651 08 | 19 55 | ..... | | | |
| Milwaukee | ..... | 3,097 94 | ..... | 582,808 50 | 2,000 00 | ..... | 113,235 26 | 701,141 70 | 316,389 70 | ..... | | | |
| Mineral Point | 111 22 | 6 10 | 2,665 03 | 4,365 00 | ..... | ..... | 1,453 90 | 8,603 28 | 108 53 | ..... | | | |
| Monroe | 1,047 40 | ..... | 2,425 00 | 7,732 06 | 100 00 | 3,666 67 | 9,623 82 | 24,594 95 | 402 29 | ..... | | | |
| Neenah | 1,394 79 | 1,716 98 | 1,600 00 | 11,859 50 | 1,444 08 | ..... | 1,795 37 | 19,810 72 | 13,801 15 | ..... | | | |
| New London | ..... | 100 00 | 2,193 03 | 2,190 00 | ..... | 1,817 50 | 3,300 00 | 9,530 50 | 118 11 | ..... | | | |
| Oconto | 66 21 | 130 00 | 4,170 00 | 5,122 50 | 100 00 | ..... | 3,610 94 | 13,199 65 | 1,343 05 | ..... | | | |
| Onalaska | 72 45 | 187 44 | 950 00 | 3,030 25 | ..... | ..... | 941 75 | 5,181 89 | 2,141 56 | ..... | | | |
| Oshkosh | 18,091 87 | 492 54 | 16,250 00 | 41,725 00 | ..... | ..... | 14,365 05 | 90,924 46 | 6,417 93 | ..... | 718 76 | | |
| Portage | 1,260 90 | 237 39 | 1,600 00 | 8,379 00 | 300 00 | 1,921 90 | 2,788 47 | 16,487 66 | ..... | ..... | | | |
| Pr. du Chien | 35 48 | 96 33 | 1,900 00 | 2,903 00 | ..... | ..... | 1,787 62 | 6,722 43 | 2,330 09 | ..... | | | |
| Racine | 1,830 79 | 802 01 | 15,295 00 | 42,713 00 | 150 00 | ..... | 19,257 50 | 80,048 30 | 23,830 61 | ..... | | | |
| Reedsburg | 777 35 | 368 92 | 1,170 00 | 5,000 72 | ..... | ..... | 622 19 | 7,939 18 | 2,100 27 | ..... | | | |
| Rice Lake | 28 77 | 106 00 | 1,505 00 | 4,583 75 | 150 00 | ..... | 4,370 41 | 10,743 93 | 1,304 27 | ..... | | | |
| Ripon | 1,332 20 | 201 12 | 2,000 00 | 6,897 00 | 200 00 | 9,550 00 | 2,939 04 | 23,119 36 | 170 85 | ..... | | | |
| Sheboygan | 21,543 46 | 997 25 | 9,750 00 | 35,279 25 | 150 00 | ..... | 25,403 98 | 96,125 94 | 65,171 66 | ..... | | | |
| Stanley | 250 34 | 364 41 | 900 00 | 2,562 00 | ..... | 117 20 | 860 15 | 5,054 10 | 609 79 | ..... | | | |
| Stevens Point | 4,525 61 | ..... | 3,2.0 00 | 18,301 44 | ..... | ..... | 6,699 40 | 32,746 45 | 6,385 17 | ..... | | | |
| Sturgeon Bay | 522 30 | 211 62 | 2,500 00 | 4,423 75 | ..... | ..... | 1,131 54 | 8,789 21 | 2,225 27 | ..... | | | |
| Superior | 35,450 51 | 193 86 | 8,625 75 | 61,808 71 | 825 00 | 7,548 04 | 32,722 82 | 147,173 72 | 25,196 64 | ..... | | | |
| Tomahawk | 450 00 | 400 00 | 1,405 00 | 4,905 00 | ..... | 660 00 | 2,535 80 | 10,355 80 | 5,563 73 | ..... | | | |
| Watertown | 3,822 51 | 155 39 | 3,150 00 | 10,763 00 | 250 00 | ..... | 3,686 25 | 21,827 15 | 10,354 93 | ..... | | | |
| Waupaca | 294 29 | ..... | 1,675 00 | 5,012 60 | 125 00 | 1,060 00 | 1,954 66 | 10,121 55 | 1,916 49 | ..... | | | |
| Wausau | 23,570 80 | 101 03 | 6,205 00 | 20,779 94 | 315 00 | 4,076 25 | 9,383 09 | 64,434 11 | ..... | ..... | | | |
| Whitewater | 378 54 | 196 88 | 2,000 00 | 7,213 62 | ..... | 569 53 | 3,108 00 | 13,466 57 | 4,354 09 | ..... | | | |

## FREE HIGH SCHOOLS HAVING FOUR YEARS COURSES, 1899-1900.

| Location. | Principal. | Legal qualifications of principal. | Salary of the principal. | No. Teachers Employed. | | Enrollment in High School. | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | *Pupils under 20 years of age.* | | | Pupils over 20. |
| | | | | Male. | Female. | Male. | Female. | Total. | |
| Totals and av. | ..... | ..... | $1,105 25 | 267 | 324 | 6,399 | 8,753 | 15,152 | 241 |
| Albany | C. H. Hemingway | Whitewater N. S. Dip. | $630 00 | 1 | 1 | 18 | 26 | 44 | ..... |
| Algoma | Elbert M. Phillips. | Oshkosh N. S. Dip | 1,100 00 | 1 | 1 | 20 | 29 | 49 | 3 |
| Alma | John H. Bille | River Falls N. S. Dip. | 900 00 | 2 | ..... | 34 | 29 | 63 | ..... |
| Antigo | F. F. Showers | Univ. of Wis. Dip | 1,200 00 | 2 | 2 | 63 | 85 | 148 | ..... |
| Appleton, 2d dis | R. W. Pringle | Harvard Col. Dip | 1,750 00 | 4 | 4 | 77 | 93 | 170 | ..... |
| Appleton, 3d dis | W. F. Winsey | Whitewater N. S. Dip. | 1,300 00 | 3 | 1 | 43 | 37 | 80 | 1 |
| Arcadia | G. O. Banting | Life State Cert | 945 00 | 2 | 1 | 27 | 37 | 64 | 3 |
| Argyle | R. H. Mueller | Univ. of Wis. Dip | 810 00 | 2 | ..... | 18 | 29 | 47 | ..... |
| Ashland | F. A. Harrison | Whitewater N. S. Dip. | 1,200 00 | 2 | 3 | 63 | 92 | 155 | 3 |
| Augusta | Albert Hedler | Oshkosh N. S. Dip | 1,000 00 | 1 | 1 | 24 | 30 | 54 | 3 |
| Bangor | M. O. Hill | Stevens Point N. S. Dip. | 950 00 | 2 | 1 | 12 | 32 | 44 | 1 |
| Baraboo | H. A. Whipple | Life State Cert | 1,400 00 | 1 | 5 | 84 | 153 | 237 | 5 |
| Barron | W. S. Freeman | River Falls N. S. Dip. | 900 00 | 1 | 1 | 24 | 34 | 58 | ..... |
| Bayfield | M. N. McIver | Beloit Col. Dip | 1,200 00 | 1 | 2 | 15 | 18 | 33 | ..... |
| Beaver Dam | H. B. Hubbell | Dartmouth Col. Dip. | 1,750 00 | 1 | 4 | 45 | 55 | 100 | 3 |
| Beloit | F. E. Converse | Univ. of Mich. Dip | 1,600 00 | 4 | 5 | 85 | 176 | 261 | 1 |
| Berlin | F. A. Lowell | Univ. of Wis. Dip | 1,500 00 | 2 | 3 | 62 | 91 | 153 | ..... |
| Birnamwood | M. P. Cady | Life State Cert | 675 00 | 1 | 1 | 14 | 20 | 34 | ..... |
| Black Earth | K. L. Hatch | Platteville N. S. Dip. | 1,000 00 | 2 | ..... | 32 | 26 | 58 | 5 |
| Black River F'ls | J. H. Derse | Whitewater N. S. Dip. | 1,550 00 | 1 | 3 | 62 | 42 | 104 | 6 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Bloomington ... | Chas. Washburn .. | Life State Cert..... | 720 00 | 1 | 1 | 19 | 38 | 57 | ..... | |
| Boscobel ..... | G. W. Gehrand.... | Whitewater N. S. Dip.. | 1,200 00 | 1 | 3 | 27 | 51 | 78 | 6 | |
| Brandon ..... | C. T. Beck..... | Platteville N. S. Dip... | 800 00 | 1 | 1 | 22 | 54 | 46 | 1 | |
| Brodhead ..... | A. P. Hollis ..... | Univ. of Wis. Dip..... | 1,000 00 | 2 | 1 | 33 | 21 | 84 | 1 | |
| Burlington ..... | J. M. Turner ..... | Life State Cert..... | 1,400 00 | 1 | 3 | ..... | ..... | ..... | ..... | |
| Cambridge ..... | J. L. Hooper ..... | Milwaukee N. S. Dip... | 720 00 | 1 | 1 | 26 | 22 | 48 | ..... | |
| Cassville ..... | W. P. Colburn .... | Platteville N. S. Dip... | 800 00 | 1 | 1 | 19 | 24 | 43 | 1 | |
| Centralia..... | H. L. Van Dusen.. | Platteville N. S. Dip... | 950 00 | 1 | 2 | 30 | 36 | 66 | ..... | |
| Chilton ..... | G. M. Morrissey... | Life State Cert..... | 1,000 00 | 1 | 2 | 40 | 36 | 76 | ..... | |
| Chippewa Falls. | S. B. Tobey ..... | Mich. State Cert. Ctsd. | 1,600 00 | 2 | 4 | 62 | 109 | 171 | 2 | |
| Clinton ..... | R. E. Loveland.... | Oberlin Col. Dip..... | 1,100 00 | 2 | 1 | 21 | 32 | 53 | ..... | |
| Clintonville .... | W. H. Hickok..... | Life State Cert..... | 1,000 00 | 1 | 1 | 38 | 43 | 81 | 1 | |
| Cobb ..... | Wm. R. Peters..... | Platteville N. S. Dip... | 630 00 | 1 | 1 | 26 | 15 | 41 | ..... | |
| Columbus..... | M. H. Jackson .... | Life State Cert..... | 1,450 00 | 1 | 3 | 45 | 50 | 95 | 1 | |
| Cumberland.... | P. L. Pease..... | Stevens Point N. S. Dip. | 1,000 00 | 1 | 2 | 30 | 31 | 61 | 3 | |
| Darlington ..... | Jas. M. Stevens ... | Ohio Wesleyan Univ. D. | 1,200 00 | 1 | 3 | 39 | 55 | 94 | ..... | |
| Deerfield..... | O. S. Rice ..... | Life State Cert..... | 600 00 | 1 | 1 | 13 | 23 | 36 | ..... | |
| De Forest..... | E. C. Meland..... | Univ. of Wis. Dip..... | 1,000 00 | 1 | 2 | 34 | 38 | 72 | 12 | |
| Delavan..... | C. W. Rittenburg.. | Oberlin Col. Dip..... | 1,350 00 | 1 | 3 | 38 | 58 | 96 | ..... | |
| De Pere..... | F. J. Wells..... | Milwaukee N. S. Dip .. | 897 23 | 1 | 2 | 23 | 30 | 53 | ..... | |
| Dodgeville ..... | De Witt Elwood... | Lawrence Univ. Dip ... | 1,200 00 | 3 | 1 | 66 | 91 | 157 | 2 | |
| Durand ..... | D. E. Kiser..... | Univ. of Wis. Dip..... | 1,008 00 | 2 | ..... | 18 | 18 | 36 | 1 | |
| East Troy..... | D. R. Jones..... | Univ. of Wis. Dip..... | 900 00 | 1 | 2 | 36 | 44 | 80 | 2 | |
| Eau Claire ..... | M. S. Frawley ..... | Univ. of Wis. Dip..... | 1,750 00 | 4 | 7 | 155 | 225 | 380 | 3 | |
| Edgerton..... | C. D. Rosa..... | Beloit Col. Dip..... | 1,000 00 | 1 | 2 | 24 | 33 | 57 | 1 | |
| Elkhorn..... | C. D. Kipp ..... | River Falls N. S. Dip .. | 1,300 00 | 1 | 3 | 41 | 60 | 101 | ..... | |
| Elroy ..... | G. E. Bunsa..... | Milwaukee N. S. Dip... | 900 00 | 1 | 1 | 22 | 45 | 67 | 3 | |
| Ellsworth ..... | C. J. Bremer ..... | Life State Cert..... | 1,000 00 | 1 | 2 | 34 | 56 | 90 | 6 | |
| Evansville..... | H. F. Kling ..... | Iowa State Dip..... | 1,350 00 | 2 | 2 | 44 | 62 | 106 | ..... | |
| Fennimore ..... | Elizabeth Clary ... | Platteville N. S. Dip... | 765 00 | ..... | 3 | 16 | 42 | 58 | ..... | |
| Florence ..... | Wm. H. Allen ..... | Oswego N. S. Dip..... | 1,100 00 | 1 | 2 | 14 | 28 | 42 | ..... | |
| Fond du Lac... | Elizabeth A.Waters | Univ. of Wis. Dip..... | 1,200 00 | 3 | 7 | 115 | 172 | 287 | 7 | |
| Fort Atkinson.. | J. A. Hagemann... | Milwaukee N. S. Dip .. | 1,600 00 | 1 | 4 | 51 | 66 | 117 | ..... | |
| Fox Lake ..... | C. E. Lamb ..... | Life State Cert..... | 900 00 | 1 | 1 | 11 | 23 | 34 | ..... | |
| Galesville ..... | H. B. Wentz ..... | River Falls N. S. Dip.. | 765 00 | 1 | 1 | 11 | 27 | 38 | ..... | |
| Glenwood ..... | A. L. Thomsen .... | Milwaukee N. S. Dip... | 1,000 00 | ..... | 2 | 30 | 38 | 68 | 2 | |

FREE HIGH SCHOOLS HAVING FOUR YEARS COURSES, 1899-1900.— Continued.

| Location. | Principal. | Legal qualifications of principal. | Salary of the principal. | No. Teachers Employed. | | Enrollment in High School. | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | *Pupils under 20 years of age.* | | | Pupils over 20. |
| | | | | Male. | Female. | Male. | Female. | Total. | |
| Grand Rapids .. | Geo. T. Blynd..... | Univ. of Wis. Dip..... | $810 00 | 2 | 2 | 45 | 54 | 99 | ..... |
| Green Bay, E. S. | Wm. O. Brown.... | Oshkosh N. S. Dip..... | 1,400 00 | 2 | 4 | 54 | 92 | 146 | ..... |
| Green Bay, W. S. | A. W. Burton..... | Life State Cert..... ... | 1,400 00 | 2 | 3 | 32 | 68 | 100 | ..... |
| Greenwood ..... | B. O. Dodge..... | Life State Cert..... | 810 00 | 1 | 1 | 15 | 30 | 45 | ..... |
| Hammond ..... | W. F. Lusk..... | River Falls N. S. Dip.. | 600 00 | 2 | ..... | 27 | 22 | 49 | 1 |
| Hartford ..... | C. L. Gotham..... | Oshkosh N. S. Dip..... | 1,000 00 | 1 | 1 | 33 | 29 | 62 | 1 |
| Hayward..... .. | J. G. Adams..... | Platteville N. S. Dip.... | 1,215 00 | 2 | 1 | 10 | 16 | 26 | ..... |
| Highland..... | L. L. Corcoran..... | Platteville N. S. Dip... | 675 00 | 2 | ..... | 26 | 25 | 51 | 2 |
| Horicon..... | P. J. Zimmers..... | Milwaukee N. S. Dip... | 1,000 00 | 2 | 1 | 24 | 26 | 50 | ..... |
| Hudson ..... | B. B. Jackson..... | Beloit Col. Dip..... | 1,200 00 | 2 | 3 | 57 | 85 | 142 | 2 |
| Hurley..... | J. E. Beckler..... | Oshkosh N. S. Dip..... | 1,200 00 | 1 | 2 | 8 | 27 | 35 | 2 |
| Janesville ..... | D. D. Mayne..... | Platteville N. S. Dip... | 1,800 00 | 7 | 6 | 187 | 239 | 426 | 5 |
| Jefferson. ..... | W. J. Hammill.... | Mich. Univ. Dip..... | 1,250 00 | 1 | 2 | 29 | 41 | 70 | ..... |
| Juneau ..... | D. E. McLane..... | Whitewater N. S. Dip.. | 800 00 | 1 | 1 | 10 | 16 | 26 | ..... |
| Kaukauna ..... | A. M. Olson..... | Oshkosh N. S. Dip..... | 1,100 00 | 1 | 3 | 62 | 56 | 118 | ..... |
| Kenosha ..... | E. C. Wiswall..... | Life State Cert..... | 1,500 00 | 3 | 4 | 64 | 135 | 199 | 1 |
| Kewaunee..... | M. McMahon..... | Life State Cert..... | 950 00 | 2 | 1 | 56 | 38 | 94 | ..... |
| Lake Geneva .. | John N. Foster.... | Life State Cert..... | 1,500 00 | 2 | 2 | 36 | 50 | 86 | ..... |
| Lake Mills ..... | A. B. West..... | Whitewater N. S. Dip.. | 1,250 00 | 1 | 2 | 31 | 52 | 86 | 3 |
| Lancaster ..... | L. L. Clark..... | Life State Cert..... | 1,500 00 | 2 | 3 | 57 | 85 | 142 | 12 |
| Lodi ..... | J. Leidenberg..... | Lawrence Univ. Dip.... | 1,000 00 | 1 | 2 | 27 | 49 | 76 | ..... |
| Madison ..... | J. H. Hutchison... | Univ. of Wis. Dip..... | 1,900 00 | 4 | 13 | 260 | 303 | 563 | 15 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Manawa | C. B. Stanley | Life State Cert | 750 00 | 1 | 1 | 22 | 25 | 47 | 4 |
| Marinette | C. J. Barr | Mich. Univ. Dip | 1,000 00 | 3 | 3 | 71 | 132 | 203 | |
| Marshall | W. H. Kelly | Whitewater N. S. Dip | 840 00 | 1 | 1 | 14 | 24 | 38 | |
| Marshfield | J. B. Borden | Univ. of Wis. Dip | 1,500 00 | 2 | 2 | 42 | 68 | 110 | 1 |
| Mauston | A H. Fletcher | Milwaukee N. S. Dip | 1,200 00 | 2 | 1 | 35 | 59 | 94 | 1 |
| Mayville | L. S. Keeley | Platteville N. S. Dip | 1,250 00 | 3 | 1 | 32 | 22 | 54 | 2 |
| Mazomanie | William Kittle | Life State Cert | 900 00 | 1 | 2 | 29 | 42 | 71 | 2 |
| Medford | F. W. Thomas | Univ. of Wis. Dip | 1,100 00 | 2 | 1 | 29 | 36 | 65 | |
| Menasha | G H. Landgraf | Univ. of Wis. Dip | 1,300 00 | 1 | 2 | 20 | 56 | 76 | |
| Merrill | Anna Anderson | Life State Cert | 1,000 00 | 1 | 4 | 68 | 119 | 187 | |
| Milton Junction | James T. Healy | Univ. of Wis. Dip | 1,000 00 | 1 | 2 | 46 | 20 | 66 | |
| Mineral Point | Albert R. Jolley | Life State Cert | 1,300 00 | 2 | 2 | 52 | 72 | 124 | 1 |
| Mondovi | J. W. Nesbit | Life State Cert | 1,050 00 | 1 | 1 | 24 | 52 | 76 | |
| Monroe | A. F. Rote | Univ. of Wis. Dip | 1,750 00 | 2 | 3 | 50 | 101 | 151 | |
| Montfort | David James | Platteville N. S. Dip | 765 00 | 1 | 2 | 26 | 43 | 69 | 1 |
| Necedah | O. E. Rice | Univ. of Wis. Dip | 900 00 | 1 | 1 | 30 | 35 | 65 | |
| Neenah | O. J. Schuster | Univ. of Wis. Dip | 1,600 00 | 1 | 3 | 43 | 72 | 115 | 1 |
| Neilsville | L. W. Wood | Life State Cert | 1,450 00 | 1 | 3 | 46 | 64 | 110 | 3 |
| New Lisbon | C. R. Thomson | Milwaukee N. S Dip | 1,000 00 | 1 | 1 | 19 | 24 | 43 | 2 |
| New London | Taylor Frye | River Falls N. S. Dip | 1,133 00 | 2 | 1 | 36 | 45 | 81 | |
| New Richmond | John Callahan | Life State Cert | 1,000 00 | 2 | 2 | 58 | 86 | 144 | 12 |
| Oconomowoc | M. M. Beddall | River Falls N. S. Dip | 1,200 00 | 2 | 3 | 45 | 79 | 124 | 3 |
| Oconto | R. L Cooley | Oshkosh N. S. Dip | 1,200 00 | 2 | 2 | 44 | 53 | 97 | |
| Omro | E. E. Sheldon | Life State Cert | 900 00 | 1 | 2 | 36 | 37 | 73 | 1 |
| Onalaska | B. F. Oltman | Life State Cert | 950 00 | 1 | 1 | 29 | 27 | 56 | |
| Oregon | F. Gould | Life State Cert | 900 00 | 1 | 1 | 25 | 39 | 64 | 1 |
| Osceola | J. G. Burridge | Mich. N. S. Dip | 900 00 | 1 | 1 | 16 | 23 | 39 | 3 |
| Palmyra | C. W. McIntyre | Whitewater N. S. Dip | 675 00 | 1 | 1 | 24 | 26 | 50 | |
| Pewaukee | J. C. McDowell | Milwaukee N. S. Dip | 900 00 | 1 | 1 | 9 | 27 | 36 | |
| Phillips | E. C. Gotham | Oshkosh N. S. Dip | 900 00 | 1 | 2 | 10 | 12 | 22 | 1 |
| Plainfield | Eber Dafoe | Life State Cert | 900 00 | 2 | | 15 | 20 | 35 | 1 |
| Platteville | Oliver E. Gray | Platteville N S. Dip | 1,000 00 | 1 | 2 | 32 | 51 | 83 | |
| Plymouth | Otto Gaffron | Life State Cert | 1,200 00 | 2 | 2 | 64 | 65 | 129 | |
| Portage | W. G. Clough | Univ. of Wis. Dip | 1,600 00 | 1 | 3 | 53 | 98 | 151 | 1 |
| Pt. Washington | T. J. Jones | Platteville N. S. Dip | 1,000 00 | 1 | 1 | 27 | 10 | 37 | |
| Poynette | L. A. Jones | Platteville N. S. Dip | 800 00 | 2 | | 22 | 21 | 43 | 1 |

FREE HIGH SCHOOLS HAVING FOUR YEARS COURSES, 1899-1900 — Continued.

| Location. | Principal. | Legal qualifications of principal. | Salary of the principal. | No. Teachers Employed. | | Enrollment in High School. | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | *Pupils under 20 years of age.* | | | Pupils over 20. |
| | | | | Male. | Female. | Male. | Female. | Total. | |
| Prairie du Chien | J. A. Pratt | Univ. of Wis. Dip | $1,100 00 | 2 | 1 | 21 | 42 | 63 | |
| Prairie du Sac | J. F. Bergen | Whitewater N. S. Dip. | 1,100 00 | 1 | 2 | 30 | 34 | 64 | |
| Prentice | L. A. Bauman | Milwaukee N. S. Dip. | 675 00 | 2 | | 31 | | 31 | |
| Prescott | R. B. McLean | Hamlin Univ. Dip | 720 00 | 2 | | 20 | 17 | 37 | 3 |
| Randolph | W. C. Lea | Oberlin Col. Dip | 900 00 | 1 | 1 | 18 | 20 | 38 | 8 |
| Racine | E. C. Crosby | Knox Col. Dip | 1,500 00 | 8 | 4 | 142 | 205 | 347 | 1 |
| Reedsburg | W. P. Roseman | Platteville N. S. Dip. | 1.170 00 | 1 | 2 | 42 | 58 | 100 | |
| Rhinelander | F. S. Hyer | Milwaukee N. S. Dip. | 1,300 00 | 2 | 1 | 42 | 47 | 89 | |
| Rice Lake | E. C. McClelland | Cornell Col. Dip | 1,100 00 | 2 | 1 | 26 | 54 | 80 | |
| Richland Center | A. E. Brainerd | Life State Cert | 1,350 00 | 3 | 1 | 54 | 68 | 122 | |
| Ripon | A. W. Tressler | Mich. Univ. Dip | 1,300 00 | 2 | 2 | 30 | 65 | 95 | 1 |
| River Falls | J. W. T. Ames | Lawrence Univ. Dip | 1,300 00 | 1 | 2 | 38 | 29 | 67 | 2 |
| St Croix Falls | G. A. Works | River Falls N. S. Dip. | 675 00 | 1 | 1 | 16 | 21 | 37 | 1 |
| Sauk City | J. E. Phillips | Stevens Point N. S. Dip. | 1,000 00 | 2 | 1 | 21 | 21 | 42 | |
| Seymour | F. W. Axley | Oshkosh N. S. Dip | 810 00 | 2 | | 34 | 24 | 58 | 1 |
| Sharon | E. T. Towne | Oshkosh N. S. Dip | 900 00 | 2 | 1 | 17 | 22 | 39 | 1 |
| Shawano | H. W. Rood | Life State Cert | 1,000 00 | 2 | 1 | 31 | 53 | 84 | 4 |
| Sheboygan | J. S. Roeseler | Univ. of Wis. Dip | 1,200 00 | 5 | 3 | 94 | 102 | 196 | 3 |
| Sheboygan Falls | A. C. Kingsford | Univ. of Wis. Dip | 900 00 | 2 | | 36 | | 36 | |
| Shell Lake | J. C. Thomson | River Falls N. S. Dip. | 900 00 | 1 | 1 | 24 | 48 | 72 | |
| Shullsburg | E. L. Hancock | Univ. of Wis. Dip | 950 00 | 3 | | 16 | 34 | 50 | |
| So. Milwaukee | Frank Kelly | Milwaukee N. S. Dip. | 1,100 00 | 2 | | 18 | 27 | 45 | |

*Statistical Tables.*

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Sparta | F. E. Doty | Univ. of Wis. Dip. | 1,700 00 | 3 | 2 | 63 | 110 | 173 | | 7 |
| Spring Green | Geo. F. Snyder | Milwaukee N. S. Dip. | 1,000 00 | 1 | 2 | 33 | 44 | 77 | | |
| Stevens Point | J. W. Simmons | Mich. State Cert. Ctsd | 1,700 00 | 3 | 3 | 53 | 70 | 123 | | |
| Stoughton | A. H. Sholtz | Whitewater N. S. Dip. | 1,300 00 | 2 | 2 | 47 | 53 | 100 | | 1 |
| Sturgeon Bay | E. E. Beckwith | Life State Cert. | 1,100 00 | 1 | 2 | 38 | 49 | 87 | | 1 |
| Sun Prairie | James Melville | Univ. of Wis. Dip. | 900 00 | 1 | 1 | 13 | 28 | 41 | | 2 |
| Tomah | C. H. Maxson | Univ. of Wis. Dip. | 1,200 00 | 2 | 3 | 55 | 77 | 132 | | 11 |
| Tomahawk | A. D. Prideaux | Univ. of Wis. Dip. | 1,200 00 | 1 | 2 | 22 | 43 | 65 | | 2 |
| Two Rivers | A. B. O'Niel | Oshkosh N. S. Dip. | 1,200 00 | 1 | 2 | 24 | 30 | 54 | | 2 |
| Union Grove | H. C. Lawton | Whitewater N. S Dip. | 630 00 | 1 | 2 | 20 | 31 | 51 | | 1 |
| Viroqua | S. E. Pearson | Univ. of Wis. Dip. | 1,200 00 | 1 | 4 | 46 | 110 | 156 | | |
| Walworth | J. W. Blodgett | Beloit Col. Dip. | 630 00 | 1 | 1 | 18 | 15 | 33 | | |
| Washburn | D. E. Cameron | River Falls N. S. Dip. | 1,200 00 | 2 | 1 | 28 | 40 | 68 | | 2 |
| Waterloo | C. H. Dietz | Life State Cert. | 1,000 00 | 1 | 4 | 26 | 38 | 64 | | |
| Watertown | C. F. Viebahn | Life State Cert. | 1,700 00 | 2 | 3 | 78 | 103 | 181 | | |
| Waukesha | H. L. Terry | Life State Cert. | 1,900 00 | 1 | 5 | 81 | 96 | 177 | | 3 |
| Waupaca | C. R. Showalter | Platteville N. S. Dip. | 1,200 00 | 2 | 2 | 56 | 65 | 121 | | |
| Waupun | G. F. Loomis | Beloit Col. Dip. | 1,102 00 | 1 | 3 | 53 | 56 | 109 | | 3 |
| Wausau | C. C. Parlin | Univ. of Wis. Dip. | 1,300 00 | 3 | 5 | 79 | 112 | 191 | | |
| Wauwatosa | E. C. Cornelius | Univ. of Wis. Dip. | 1,300 00 | 2 | 2 | 35 | 55 | 90 | | 3 |
| West Bend | D. T. Keeley | Univ. of Wis. Dip. | 1,200 00 | 1 | 2 | 68 | 48 | 116 | | |
| West De Pere | Gunluf Guthorms'n | Lawrence Univ. Dip. | 697 22 | 1 | 2 | 25 | 41 | 66 | | |
| West Salem | C. E. Slothower | Platteville N. S. Dip. | 855 00 | 1 | 2 | 25 | 28 | 53 | | |
| Weyauwega | J. J. Enright | River Falls N. S. Dip. | 800 00 | 2 | | 16 | 28 | 44 | | 1 |
| Whitewater | H. C. Buell | Milwaukee N. S. Dip. | 1,400 00 | 1 | 5 | 77 | 95 | 172 | | 3 |
| Winneconne | C. F. Youmans | Oshkosh N. S. Dip. | 675 00 | 1 | 1 | 11 | 17 | 28 | | |
| Wonewoc | M. H. White | Stevens Point N. S. Dip | 800 00 | 1 | 1 | 17 | 27 | 44 | | 1 |

## FREE HIGH SCHOOLS HAVING FOUR YEARS COURSES, 1899-1900.

| Location. | Principal. | Legal qualifications of principal. | Salary of the principal. | No. Teachers Employed. | | Enrollment in High School. | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | *Pupils under 20 years of age.* | | | Pupils over 20. |
| | | | | Male. | Female. | Male. | Female. | Total. | |
| Totals and av. | | | $1,105 25 | 267 | 324 | 6,399 | 8,753 | 15,152 | 241 |
| Albany | C. H. Hemingway | Whitewater N. S. Dip. | $630 00 | 1 | 1 | 18 | 26 | 44 | |
| Algoma | Elbert M. Phillips. | Oshkosh N. S. Dip | 1,100 00 | 1 | 1 | 20 | 29 | 49 | 3 |
| Alma | John H. Bille | River Falls N. S. Dip. | 900 00 | 2 | | 34 | 29 | 63 | |
| Antigo | F. F. Showers | Univ. of Wis. Dip | 1,200 00 | 2 | 2 | 63 | 85 | 148 | |
| Appleton, 2d dis | R. W. Pringle | Harvard Col. Dip | 1,750 00 | 4 | 4 | 77 | 93 | 170 | |
| Appleton, 3d dis | W. F. Winsey | Whitewater N. S. Dip. | 1,300 00 | 3 | 1 | 43 | 37 | 80 | 1 |
| Arcadia | G. O. Banting | Life State Cert | 945 00 | 2 | 1 | 27 | 37 | 64 | 3 |
| Argyle | R. H. Mueller | Univ. of Wis. Dip | 810 00 | 2 | | 18 | 29 | 47 | |
| Ashland | F. A. Harrison | Whitewater N. S. Dip. | 1,200 00 | 2 | 3 | 63 | 92 | 155 | 3 |
| Augusta | Albert Hedler | Oshkosh N. S. Dip | 1,000 00 | 1 | 1 | 24 | 30 | 54 | 3 |
| Bangor | M. O. Hill | Stevens Point N. S. Dip. | 950 00 | 2 | 1 | 12 | 32 | 44 | 1 |
| Baraboo | H. A. Whipple | Life State Cert | 1,400 00 | 1 | 5 | 84 | 153 | 237 | 5 |
| Barron | W. S. Freeman | River Falls N. S. Dip. | 900 00 | 1 | 1 | 24 | 34 | 58 | |
| Bayfield | M. N. McIver | Beloit Col. Dip | 1,200 00 | 1 | 2 | 15 | 18 | 33 | |
| Beaver Dam | H. B. Hubbell | Dartmouth Col. Dip | 1,750 00 | 1 | 4 | 45 | 55 | 100 | 3 |
| Beloit | F. E. Converse | Univ. of Mich. Dip | 1,600 00 | 4 | 5 | 85 | 176 | 261 | 1 |
| Berlin | F. A. Lowell | Univ. of Wis. Dip | 1,500 00 | 2 | 3 | 62 | 91 | 153 | |
| Birnamwood | M. P. Cady | Life State Cert | 675 00 | 1 | 1 | 14 | 20 | 34 | |
| Black Earth | K. L. Hatch | Platteville N. S. Dip. | 1,000 00 | 2 | | 32 | 26 | 58 | 5 |
| Black River F'ls | J. H. Derse | Whitewater N. S. Dip. | 1,550 00 | 1 | 3 | 62 | 42 | 104 | 6 |

*Statistical Tables.*

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Bloomington.. | 46 | 180 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 14 | 19 | 18 |
| Boscobel ..... | 70 | 188 | 42 | 11 | 23 | ..... | 10 | ..... | 200 00 | 300 00 | ..... | 16 | 16 | 20 | 18 |
| Brandon ..... | 39 | 190 | ..... | 16 | 8 | ..... | 8 | ..... | ..... | ..... | ..... | 14 | 13 | .... | .... |
| Brodhead .... | 80 | 180 | 23 | 18 | 26 | ..... | 44 | ..... | 30 00 | 30 00 | ..... | 16 | 15 | 18 | 17 |
| Burlington ... | 70 | 190 | 42 | 23 | 29 | ..... | 8 | ..... | 55 00 | 55 00 | ..... | 14 | 13 | 18 | 17 |
| Cambridge ... | 38 | 180 | 48 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 13 | 12 | 18 | 16 |
| Cassville ..... | 36 | 180 | 44 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 14 | 17 | 17 |
| Centralia..... | 56 | 180 | 20 | 46 | ..... | ..... | ..... | ..... | 180 00 | ..... | ..... | 14 | 14 | 18 | 18 |
| Chilton ..... | 61 | 198 | 55 | 21 | ..... | ..... | ..... | ..... | 200 00 | ..... | ..... | 14 | 14 | 19 | 18 |
| Chippewa F'ls | 142 | 180 | 83 | 30 | 60 | ..... | 1 | ..... | 146 25 | 382 50 | ..... | 15 | 15 | 18 | 17 |
| Clinton ... .. | 50 | 180 | 17 | 8 | 28 | ..... | 8 | ..... | 130 00 | 350 00 | ..... | 15 | 14 | 19 | 18 |
| Clintonville .. | 65 | 180 | 74 | 8 | ..... | ..... | ..... | ..... | 90 00 | ..... | ..... | 14 | 13 | 19 | 18 |
| Cobb ..... | 32 | 180 | 41 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 12 | 17 | 16 |
| Columbus.... | 81 | 190 | 42 | 30 | 27 | ..... | 15 | ..... | 100 00 | 200 00 | ..... | 15 | 15 | 18 | 19 |
| Cumberland.. | 52 | 180 | 43 | 5 | 13 | ..... | 1 | ..... | 56 00 | 270 00 | ..... .. | 14 | 14 | 17 | 18 |
| Darlington ... | 81 | 190 | 44 | 23 | 27 | ..... | 4 | ..... | 285 00 | 285 00 | ..... | 14 | 15 | 18 | 18 |
| Deerfield..... | 31 | 180 | 21 | 15 | ..... | ..... | ..... | ..... | 110 00 | ..... | ..... | 14 | 14 | 18 | 18 |
| De Forest.... | 55 | 180 | 58 | 21 | 12 | ..... | 7 | ..... | 112 50 | 168 75 | 281 25 | 17 | 16 | 18 | 18 |
| De'avan..... | 84 | 180 | 54 | 25 | 32 | ..... | 15 | ..... | 150 00 | 224 00 | ..... | 15 | 14 | 18 | 18 |
| De Pere..... | 51 | 190 | 34 | 11 | 15 | ..... | 5 | ..... | ..... | ..... | ..... | 14 | 13 | 18 | 18 |
| Dodgeville ... | 139 | 180 | 117 | 34 | 18 | ..... | 8 | ..... | 150 00 | 300 00 | ..... | 16 | 15 | 19 | 18 |
| Durand ..... | 29 | 180 | 37 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 16 | 15 | 18 | 17 |
| East Troy.... | 66 | 178 | 57 | 15 | 8 | ..... | ..... | ..... | 270 00 | 180 00 | ..... | 14 | 14 | 18 | 18 |
| Eau Claire ... | 298 | 175 | 147 | 74 | 162 | ..... | 39 | ..... | 468 00 | 680 00 | ..... | 14 | 14 | 19 | 18 |
| Edgerton..... | 98 | 180 | 37 | 15 | 13 | ..... | 8 | ..... | 141 42 | 282 84 | ..... | 15 | 15 | 17 | 18 |
| Elkhorn..... | 84 | 180 | 57 | 24 | 20 | ..... | 7 | ..... | 180 00 | 360 00 | ..... | 15 | 15 | 18 | 19 |
| Elroy ..... | 59 | 180 | 70 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 16 | 16 | 18 | 19 |
| Ellsworth .... | 69 | 180 | 56 | ..... | 34 | ..... | ..... | ..... | ..... | 100 00 | ..... | 14 | 13 | 22 | 18 |
| Evansville.... | 85 | 180 | 37 | 35 | 51 | 8 | 17 | 8 | 165 00 | 330 00 | 165 00 | 15 | 15 | 19 | 19 |
| Fennimore ... | 47 | 180 | 48 | 8 | 3 | ..... | 1 | ..... | 105 00 | 75 00 | ..... | 16 | 14 | 16 | 17 |
| Florence ..... | 37 | 180 | 22 | 20 | 3 | ..... | 3 | ..... | ..... | ..... | ..... | 14 | 13 | 18 | 17 |
| Fond du Lac . | 245 | 180 | 228 | 66 | 61 | ..... | 26 | ..... | 600 00 | 750 00 | ..... | 14 | 14 | 18 | 18 |
| Fort Atkinson | 108 | 180 | 44 | 26 | 33 | ..... | 10 | ..... | 167 00 | 418 00 | ..... | 15 | 14 | 18 | 18 |
| Fox Lake .... | 33 | 180 | 21 | 13 | ..... | ..... | ..... | ..... | 116 00 | ..... | ..... | 14 | 14 | 18 | 18 |
| Galesville .... | 31 | 180 | 33 | 5 | ..... | ..... | ..... | ..... | 26 00 | ..... | ..... | 15 | 14 | .... | .... |
| Glenwood .... | 55 | 180 | 70 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 15 | 18 | 18 |

FREE HIGH SCHOOLS HAVING FOUR YEARS COURSES, 1899-1900.— Continued.

| Location. | Principal. | Legal qualifications of principal. | Salary of the principal. | No. Teachers Employed. | | Enrollment in High School. | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | *Pupils under 20 years of age.* | | | Pupils over 20. |
| | | | | Male. | Female. | Male. | Female. | Total. | |
| Grand Rapids .. | Geo. T. Blynd..... | Univ. of Wis. Dip..... | $810 00 | 2 | 2 | 45 | 54 | 99 | ..... |
| Green Bay, E. S. | Wm. O. Brown.... | Oshkosh N. S. Dip..... | 1,400 00 | 2 | 4 | 54 | 92 | 146 | ..... |
| Green Bay, W. S. | A. W. Burton..... | Life State Cert..... | 1,400 00 | 2 | 3 | 32 | 68 | 100 | ..... |
| Greenwood ..... | B. O. Dodge..... | Life State Cert..... | 810 00 | 1 | 1 | 15 | 30 | 45 | ..... |
| Hammond ..... | W. F. Lusk..... | River Falls N. S. Dip.. | 600 00 | 2 | ..... | 27 | 22 | 49 | 1 |
| Hartford ..... | C. L. Gotham..... | Oshkosh N. S. Dip..... | 1,000 00 | 1 | 1 | 33 | 29 | 62 | 1 |
| Hayward..... .. | J. G. Adams..... | Platteville N. S. Dip.... | 1,215 00 | 2 | 1 | 10 | 16 | 26 | ..... |
| Highland..... | L. L. Corcoran..... | Platteville N. S. Dip... | 675 00 | 2 | ..... | 26 | 25 | 51 | 2 |
| Horicon..... | P. J. Zimmers..... | Milwaukee N. S. Dip... | 1,000 00 | 2 | 1 | 24 | 26 | 50 | ..... |
| Hudson ..... | B. B. Jackson..... | Beloit Col. Dip..... | 1,200 00 | 2 | 3 | 57 | 85 | 142 | 2 |
| Hurley..... | J. E. Beckler..... | Oshkosh N. S. Dip..... | 1,200 00 | 1 | 2 | 8 | 27 | 35 | 2 |
| Janesville ..... | D. D. Mayne..... | Platteville N. S. Dip... | 1,800 00 | 7 | 6 | 187 | 239 | 426 | 5 |
| Jefferson. ..... | W. J. Hammill.... | Mich. Univ. Dip..... | 1,250 00 | 1 | 2 | 29 | 41 | 70 | ..... |
| Juneau ..... | D. E. McLane..... | Whitewater N. S. Dip.. | 800 00 | 1 | 1 | 10 | 16 | 26 | ..... |
| Kaukauna ..... | A. M. Olson..... | Oshkosh N. S. Dip..... | 1,100 00 | 1 | 3 | 62 | 56 | 118 | ..... |
| Kenosha ..... | E. C. Wiswall..... | Life State Cert..... | 1,500 00 | 3 | 4 | 64 | 135 | 199 | 1 |
| Kewaunee..... | M. McMahon..... | Life State Cert..... | 950 00 | 2 | 1 | 56 | 38 | 94 | ..... |
| Lake Geneva .. | John N. Foster.... | Life State Cert..... | 1,500 00 | 2 | 2 | 36 | 50 | 86 | ..... |
| Lake Mills ..... | A. B. West..... | Whitewater N. S. Dip.. | 1,250 00 | 1 | 2 | 31 | 52 | 86 | 3 |
| Lancaster ..... | L. L. Clark..... | Life State Cert..... | 1,500 00 | 2 | 3 | 57 | 85 | 142 | 12 |
| Lodi ..... | J. Leidenberg..... | Lawrence Univ. Dip.... | 1,000 00 | 1 | 2 | 27 | 49 | 76 | ..... |
| Madison ..... | J. H. Hutchison... | Univ. of Wis. Dip..... | 1,900 00 | 4 | 13 | 260 | 303 | 563 | 15 |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Manawa | 41 | 180 | 51 | | | | | | | | | 14 | 14 | 19 | 19 |
| Marinette | 177 | 180 | 64 | 44 | 88 | | 132 | | 195 00 | 600 00 | | 15 | 15 | 19 | 19 |
| Marshall | | 178 | 31 | 7 | | | | | | | | 15 | 13 | 17 | 18 |
| Marshfield | 75 | 190 | 52 | 47 | 27 | | 7 | | 228 00 | 344 00 | | 14 | 14 | 21 | 19 |
| Mauston | 69 | 180 | 66 | | 28 | | | | | 495 00 | | 15 | 14 | 19 | 18 |
| Mayville | 49 | 200 | 12 | 44 | | | | | 700 00 | | | 15 | 15 | 18 | 18 |
| Mazomanie | 58 | 180 | 31 | 25 | 21 | | 7 | | 154 28 | 308 56 | | 16 | 16 | 18 | 18 |
| Medford | 52 | 180 | 24 | 31 | 24 | | 11 | | | | | 15 | 15 | 18 | 18 |
| Menasha | 63 | 190 | 44 | 15 | 17 | | 1 | | 125 00 | 187 50 | | 14 | 13 | 18 | 18 |
| Merrill | 163 | 180 | 113 | 35 | 39 | | 35 | | 135 00 | 270 00 | | 11 | 15 | 18 | 18 |
| Milton Ju'cti'n | 51 | 180 | 12 | 34 | 16 | | 4 | | 120 00 | 60 00 | | 15 | 14 | 18 | 17 |
| Mineral Point | 105 | 180 | | 41 | 25 | | 16 | | 115 00 | 375 00 | | 14 | 14 | 19 | 19 |
| Mondovi | 60 | 180 | 76 | | | | | | | | | | | | 18 |
| Monroe | 131 | 180 | 35 | 72 | 45 | 2 | 16 | 2 | 495 00 | 531 66 | 200 00 | 16 | 16 | 18 | 18 |
| Montfort | 65 | 180 | 41 | 17 | 22 | | 12 | | | | | 14 | 13 | 18 | 17 |
| Necedah | 53 | 180 | 65 | | | | | | | | | 14 | 14 | 19 | 18 |
| Neenah | 96 | 181 | 72 | 32 | 29 | | 44 | | 200 00 | 400 00 | | 16 | 15 | 19 | 19 |
| Neillsville | 93 | 180 | 83 | 31 | | | | | 200 00 | | | 14 | 14 | 18 | 18 |
| New Lisbon | 38 | 180 | 23 | 22 | | | | | 270 00 | | | 16 | 16 | 19 | 17 |
| New London | 66 | 163 | 62 | 11 | 10 | | 2 | | 75 00 | 300 00 | | 16 | 15 | 18 | 18 |
| New Richm'nd | 133 | 175 | 108 | 23 | 39 | | 14 | | 134 00 | 200 00 | | 16 | 15 | 19 | 19 |
| Oconomowoc | 103 | 184 | 69 | 33 | 29 | | 4 | | 292 50 | 292 50 | | 16 | 16 | 18 | 19 |
| Oconto | 77 | 180 | 59 | 5 | 28 | | 33 | | 150 00 | 300 00 | | 15 | 15 | 19 | 18 |
| Omro | 60 | 180 | 69 | 5 | | | | | 120 00 | | | 15 | 14 | 19 | 18 |
| Onalaska | 46 | 180 | 34 | 12 | | | | | 50 00 | | | 15 | 15 | 18 | 19 |
| Oregon | 54 | 180 | 65 | | | | | | | | | 16 | 15 | 18 | 18 |
| Osceola | 30 | 180 | 30 | | 12 | | | | | 180 00 | | 16 | 16 | .. | .... |
| Palmyra | 44 | 180 | 50 | | | | | | | | | 14 | 14 | 18 | 18 |
| Pewaukee | 32 | 180 | 29 | | 7 | | | | | | | 13 | 14 | 19 | 16 |
| Phillips | 19 | 180 | 20 | | 3 | | | | | | | 14 | 14 | 18 | 18 |
| Plainfield | 26 | 180 | 36 | | | | | | | | | 13 | 12 | 16 | 17 |
| Platteville | 64 | 180 | 71 | 9 | 12 | | 1 | | 100 00 | 100 00 | | 16 | 15 | .. | 19 |
| Plymouth | 116 | 180 | 92 | 16 | 21 | | | | 220 00 | 275 00 | | 14 | 14 | 18 | 18 |
| Portage | 127 | 190 | 83 | 51 | 31 | | 13 | | 150 00 | 400 00 | | 15 | 15 | 18 | 18 |
| Pt Washingt'n | 31 | 200 | 37 | | | | | | | | | 14 | 15 | 18 | 19 |
| Poynette | 34 | 180 | 44 | | | | | | | | | 17 | 15 | 18 | 16 |

FREE HIGH SCHOOLS HAVING FOUR YEARS COURSES, 1899-1900 — Continued.

| Location. | Principal. | Legal qualifications of principal. | Salary of the principal. | No. Teachers Employed. | | Enrollment in High School. | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | *Pupils under 20 years of age.* | | | Pupils over 20. |
| | | | | Male. | Female. | Male. | Female. | Total. | |
| Prairie du Chien | J. A. Pratt | Univ. of Wis. Dip | $1,100 00 | 2 | 1 | 21 | 42 | 63 | |
| Prairie du Sac | J. F. Bergen | Whitewater N. S. Dip. | 1,100 00 | 1 | 2 | 30 | 34 | 64 | |
| Prentice | L. A. Bauman | Milwaukee N. S. Dip. | 675 00 | 2 | | 31 | | 31 | |
| Prescott | R. B. McLean | Hamlin Univ. Dip. | 720 00 | 2 | | 20 | 17 | 37 | 3 |
| Randolph | W. C. Lea | Oberlin Col. Dip. | 900 00 | 1 | 1 | 18 | 20 | 38 | 8 |
| Racine | E. C. Crosby | Knox Col. Dip. | 1,500 00 | 8 | 4 | 142 | 205 | 347 | 1 |
| Reedsburg | W. P. Roseman | Platteville N. S. Dip. | 1.170 00 | 1 | 2 | 42 | 58 | 100 | |
| Rhinelander | F. S. Hyer | Milwaukee N. S. Dip. | 1,300 00 | 2 | 1 | 42 | 47 | 89 | |
| Rice Lake | E. C. McClelland | Cornell Col. Dip. | 1,100 00 | 2 | 1 | 26 | 54 | 80 | |
| Richland Center | A. E. Brainerd | Life State Cert. | 1,350 00 | 3 | 1 | 54 | 68 | 122 | |
| Ripon | A. W. Tressler | Mich. Univ. Dip. | 1,300 00 | 2 | 2 | 30 | 65 | 95 | 1 |
| River Falls | J. W. T. Ames | Lawrence Univ. Dip. | 1,300 00 | 1 | 2 | 38 | 29 | 67 | 2 |
| St Croix Falls | G. A. Works | River Falls N. S. Dip. | 675 00 | 1 | 1 | 16 | 21 | 37 | 1 |
| Sauk City | J. E. Phillips | Stevens Point N. S. Dip. | 1,000 00 | 2 | 1 | 21 | 21 | 42 | |
| Seymour | F. W. Axley | Oshkosh N. S. Dip. | 810 00 | 2 | | 34 | 24 | 58 | 1 |
| Sharon | E. T. Towne | Oshkosh N. S. Dip | 900 00 | 2 | 1 | 17 | 22 | 39 | 1 |
| Shawano | H. W. Rood | Life State Cert. | 1,000 00 | 2 | 1 | 31 | 53 | 84 | 4 |
| Sheboygan | J. S. Roeseler | Univ. of Wis. Dip. | 1,200 00 | 5 | 3 | 94 | 102 | 196 | 3 |
| Sheboygan Falls | A. C. Kingsford | Univ. of Wis. Dip. | 900 00 | 2 | | 36 | | 36 | |
| Shell Lake | J. C. Thomson | River Falls N. S. Dip. | 900 00 | 1 | 1 | 24 | 48 | 72 | |
| Shullsburg | E. L. Hancock | Univ. of Wis. Dip | 950 00 | 3 | | 16 | 34 | 50 | |
| So. Milwaukee | Frank Kelly | Milwaukee N. S. Dip. | 1,100 00 | 2 | | 18 | 27 | 45 | |

*Statistical Tables.*

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Stevens Point | 114 | 190 | 40 | 33 | 78 | | 20 | | 200 00 | 500 00 | | 15 | 16 | 18 | 18 | 18 | 18 | 18 |
| So. Milwaukee | 38 | 190 | 45 | | | | | | | | | 15 | 14 | 18 | 18 | 18 | 18 | 18 |
| Stoughton | 87 | 177 | 60 | 40 | 29 | | 26 | | 225 00 | 315 00 | | 14 | 15 | 18 | 18 | 18 | 18 | 18 |
| Sturgeon Bay | 77 | 193 | 71 | 17 | | | | | 142 86 | | | 16 | 16 | 19 | 19 | 18 | 18 | 18 |
| Sun Prairie | 36 | 180 | 43 | | | | | | | | | 15 | 14 | 19 | 19 | 20 | 20 | 20 |
| Tomah | | 180 | 60 | 30 | 50 | | 30 | | 270 00 | 450 00 | | 15 | 15 | 18 | 19 | 19 | 19 | 19 |
| Tomahawk | 56 | 180 | 65 | | | | | | | | | 14 | 13 | 18 | 17 | 17 | 17 | 17 |
| Two Rivers | 41 | 200 | 4 | 17 | 17 | | 13 | | 160 00 | 320 00 | | 13 | 13 | 16 | 16 | 16 | 16 | 16 |
| Union Grove | 44 | 180 | 21 | 16 | 21 | | 11 | | 90 00 | 115 00 | | 14 | 15 | 18 | 18 | 18 | 18 | 18 |
| Viroqua | 121 | 190 | 99 | 35 | 30 | | 9 | | | | | 16 | 17 | 19 | 19 | 18 | 18 | 18 |
| Walworth | 29 | 180 | 12 | 9 | 11 | | | | 54 00 | 108 00 | | 14 | 14 | 17 | 18 | 18 | 18 | 18 |
| Washburn | 56 | 180 | 44 | 14 | 12 | | 1 | | 146 00 | 220 00 | | 14 | 16 | 19 | 18 | 18 | 18 | 18 |
| Waterloo | 54 | 180 | 44 | 20 | | | | | 150 00 | | | 14 | 15 | 17 | 18 | 18 | 18 | 18 |
| Watertown | 140 | 200 | 74 | 82 | 79 | | 37 | | 400 00 | 450 00 | | 15 | 14 | 17 | 17 | 17 | 17 | 17 |
| Waukesha | 143 | 193 | 73 | 51 | 63 | | 10 | | 300 00 | 400 00 | | 15 | 15 | 19 | 19 | 19 | 19 | 19 |
| Waupaca | | 190 | 78 | 25 | 31 | | 10 | | | | | 15 | 15 | 19 | 19 | 19 | 19 | 19 |
| Waupun | 93 | 190 | 73 | 29 | 35 | | 12 | | 174 16 | 362 08 | | 14 | 15 | 18 | 18 | 18 | 18 | 18 |
| Wausau | 175 | 180 | 57 | 98 | 36 | | 10 | | 585 88 | 492 10 | | 14 | 14 | 17 | 18 | 18 | 18 | 18 |
| Wauwatosa | 81 | 190 | 45 | 14 | 34 | 1 | 1 | | 70 00 | 100 00 | 18 00 | 15 | 16 | 20 | 19 | 19 | 19 | 19 |
| West Bend | 104 | 190 | 74 | 42 | | | | | 150 00 | | | 15 | 14 | 18 | 17 | 17 | 17 | 17 |
| West De Pere | 58 | 190 | 45 | 15 | 10 | | 4 | | 231 75 | 308 75 | | 14 | 14 | 17 | 17 | 17 | 17 | 17 |
| West Salem | 45 | 180 | 10 | 14 | 29 | | 5 | | 202 50 | 202 50 | | 15 | 15 | 18 | 19 | 19 | 19 | 19 |
| Weyauwega | 37 | 180 | 45 | | | | | | | | | 13 | 13 | 19 | 17 | 17 | 17 | 17 |
| Whitewater | 149 | 200 | | 35 | 45 | | 35 | | 240 00 | 760 00 | | 16 | 16 | 18 | 18 | 18 | 18 | 18 |
| Winneconne | 24 | 180 | 28 | | | | | | | | | 15 | 15 | 19 | 19 | 19 | 19 | 19 |
| Wonewoc | 34 | 180 | 45 | | | | | | | | | 15 | 15 | 17 | 17 | 17 | 17 | 17 |

FREE HIGH SCHOOLS HAVING FOUR YEARS COURSES, 1899-1900.

| LOCATION. | Average yearly salary of assistants. | Total am't of salaries of principal and assistants. | TOTAL NUMBER PUPILS ENROLLED. | | | | Does H. S. Dist. f'rnish text books? If so, free, rented or sold? | High school apportionment, November, 1899. |
|---|---|---|---|---|---|---|---|---|
| | | | 1st grade. | 2d grade. | 3d grade. | 4th grade. | | |
| Totals and av's. | $506 90 | $398,679 12 | 5,748 | 4,113 | 2,949 | 2,448 | | $80,351 87 |
| Albany | $382 50 | $1,012 50 | 24 | 8 | 12 | ..... | No..... | $500 00 |
| Algoma | 500 00 | 1,600 00 | 20 | 10 | 11 | 11 | No..... | 500 00 |
| Alma | 450 00 | 1,350 00 | 29 | 18 | 10 | 6 | Free..... | 500 00 |
| Antigo | 465 00 | 2,594 90 | 57 | 49 | 27 | 15 | No..... | 500 00 |
| Appleton,2d dist. | 832 00 | 7,125 00 | 70 | 44 | 24 | 32 | No..... | 500 00 |
| Appleton, 3d dist. | 743 00 | 3,875 00 | 35 | 18 | 16 | 12 | No..... | 500 00 |
| Arcadia | 427 50 | 1,800 00 | 11 | 11 | 13 | 32 | No..... | 500 00 |
| Argyle | 450 00 | 960 00 | 12 | 14 | 12 | 9 | No..... | 480 00 |
| Ashland | 646 25 | 3,785 00 | 64 | 47 | 26 | 18 | Sold..... | 500 00 |
| Augusta | 450 00 | 1,450 00 | 27 | 11 | 9 | 10 | Free..... | 500 00 |
| Bangor | 382 50 | 1,715 00 | 14 | 17 | 9 | 5 | Free..... | 500 00 |
| Baraboo | 630 00 | 5,180 00 | 100 | 66 | 46 | 30 | No..... | 500 00 |
| Barron | 427 50 | 1,327 50 | 27 | 17 | 7 | 7 | No..... | 500 00 |
| Bayfield | 590 75 | 2,261 50 | 11 | 6 | 7 | 5 | Free..... | 500 00 |
| Beaver Dam | 621 66 | 3,815 00 | 16 | 21 | 27 | 39 | No..... | 500 00 |
| Beloit | 565 00 | 5,895 00 | 114 | 78 | 38 | 32 | No..... | 500 00 |
| Berlin | 570 14 | 3,496 25 | 70 | 33 | 23 | 27 | Rented..... | 500 00 |
| Birnamwood | 315 00 | 990 00 | 11 | 1 | 13 | 10 | Free..... | 390 00 |
| Black Earth | 350 00 | 1,300 00 | 34 | 10 | 12 | 7 | ..... | 468 00 |
| Black River Falls | 532 50 | 3,147 50 | 18 | 23 | 28 | 41 | No..... | 500 00 |
| Bloomington | 360 00 | 1,080 00 | 23 | 11 | 10 | 13 | ..... | 500 00 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Boscobel | 475 00 | 2,625 00 | 35 | 14 | 18 | 15 | Sold | 500 00 |
| Brandon | 427 50 | 1,227 50 | 12 | 14 | 8 | 13 | No | 500 00 |
| Brodhead | 517 50 | 2,035 00 | 42 | 18 | 17 | 8 | No | 500 00 |
| Burlington | 316 66 | 2,350 00 | 32 | 23 | 22 | 9 | Rent & sold | 500 00 |
| Cambridge | 405 00 | 1,125 00 | 10 | 10 | 12 | 6 | No | 495 00 |
| Cassville | 360 00 | 1,160 00 | 13 | 14 | 11 | 6 | Rented | 500 00 |
| Centralia | 540 00 | 2,030 00 | 21 | 20 | 15 | 10 | Sold | 500 00 |
| Chilton | 550 00 | 2,100 00 | 32 | 15 | 14 | 15 | No | 500 00 |
| Chippewa Falls | 594 00 | 3,370 00 | 57 | 48 | 38 | 30 | No | 500 00 |
| Clinton | 450 00 | 1,955 00 | 26 | 12 | 11 | 4 | No | 500 00 |
| Clintonville | 450 00 | 1,450 00 | 40 | 21 | 13 | 8 | No | 500 00 |
| Cobb | 337 50 | 967 50 | 12 | 10 | 7 | 9 | Sold | 337 50 |
| Columbus | 427 50 | 2,532 50 | 28 | 24 | 17 | 12 | | 500 00 |
| Cumberland | 495 00 | 1,990 00 | 15 | 13 | 20 | 13 | No | 500 00 |
| Darlington | 522 50 | 2,767 50 | 28 | 25 | 24 | 17 | No | 500 00 |
| Deerfield | 120 00 | 720 00 | 16 | 8 | 5 | 7 | No | 302 50 |
| De Forest | 495 00 | 1,990 00 | 28 | 23 | 18 | 10 | No | 810 00 |
| Delavan | 435 00 | 2,655 00 | 36 | 28 | 20 | 12 | No | 500 00 |
| De Pere | 475 00 | 1,928 53 | 10 | 19 | 12 | 12 | Yes | 500 00 |
| Dodgeville | 533 00 | 2,800 00 | 59 | 44 | 21 | 35 | No | 500 00 |
| Durand | 450 00 | 1,458 00 | 8 | 9 | 11 | 9 | No | 500 00 |
| East Troy | 405 00 | 1,710 00 | 14 | 16 | 16 | 26 | No | 500 00 |
| Eau Claire | 583 33 | 7,583 28 | 150 | 107 | 79 | 47 | Free | 500 00 |
| Edgerton | 450 00 | 1,450 00 | 19 | 10 | 16 | 13 | No | 500 00 |
| Elkhorn | 495 00 | 2,565 00 | 38 | 33 | 17 | 13 | Rent or s'ld | 500 00 |
| Elroy | 540 00 | 1,440 00 | 33 | 13 | 11 | 13 | No | 500 00 |
| Ellsworth | 450 00 | 1,675 00 | 44 | 29 | 11 | 12 | No | 500 00 |
| Evansville | 495 00 | 2,835 00 | 28 | 33 | 24 | 21 | Sold | 500 00 |
| Fennimore | 382 50 | 1,530 00 | 22 | 13 | 15 | 8 | No | 500 00 |
| Florence | 522 50 | 2,145 00 | 15 | 7 | 16 | 4 | No | 500 00 |
| Fond du Lac | 638 33 | 6,945 00 | 131 | 68 | 57 | 38 | No | 500 00 |
| Fort Atkinson | 483 25 | 3,535 00 | 39 | 38 | 22 | 17 | No | 500 00 |
| Fox Lake | 405 00 | 1,305 00 | 11 | 7 | 9 | 7 | No | 500 00 |
| Galesville | 360 00 | 983 00 | 25 | 6 | 7 | | Sold | |
| Glenwood | 450 00 | 1,450 00 | 22 | 18 | 16 | 14 | Rented | 500 00 |
| Grand Rapids | 518 00 | 2,845 00 | 40 | 33 | 15 | 11 | Sold | 500 00 |

FREE HIGH SCHOOLS HAVING FOUR YEARS COURSES, 1899-1900 — Continued.

| Location. | Average yearly salary of assistants. | Total am't of salaries of principal and assistants. | Total Number Pupils Enrolled. | | | | Does H. S. Dist. f'rnish text books? If so, free, rented or sold? | High school apportionment, November, 1899. |
|---|---|---|---|---|---|---|---|---|
| | | | 1st grade. | 2d grade. | 3d grade. | 4th grade. | | |
| Green Bay (East side) | $565 26 | $3,943 68 | 41 | 45 | 29 | 31 | No | $500 00 |
| Green Bay (West side) | 585 20 | 3,460 40 | 24 | 45 | 10 | 21 | No | 500 00 |
| Greenwood | 427 50 | 1,237 50 | 15 | 10 | 12 | 8 | Free | 500 00 |
| Hammond | 450 00 | 1,050 00 | 23 | 13 | 11 | 3 | Rented | 500 00 |
| Hartford | 600 00 | 1,600 00 | 31 | 8 | 10 | 14 | No | 500 00 |
| Hayward | 517 50 | 2,250 00 | 10 | | 8 | 8 | Free | 500 00 |
| Highland | 405 00 | 1,080 00 | 19 | 13 | 13 | 6 | Rented & s. | 472 50 |
| Horicon | 500 00 | 2,000 00 | 20 | 6 | 14 | 10 | Sold | 500 00 |
| Hudson | 510 00 | 2,940 00 | 59 | 32 | 22 | 29 | No | 500 00 |
| Hurley | 550 00 | 2,300 00 | 13 | 8 | 7 | 7 | No | 500 00 |
| Janesville | 581 25 | 8,386 25 | 145 | 107 | 75 | 75 | No | 500 00 |
| Jefferson | 540 00 | 2,300 00 | 33 | 17 | 13 | 7 | Free | 500 00 |
| Juneau | 500 00 | 1,300 00 | 9 | 10 | 5 | 2 | Sold | 500 00 |
| Kaukauna | 525 00 | 2,675 00 | 60 | 22 | 19 | 17 | No. | 500 00 |
| Kenosha | 826 66 | 5,796 41 | 78 | 57 | 33 | 32 | No | 500 00 |
| Kewaunee | 533 33 | 2,020 00 | 31 | 28 | 26 | 9 | No | 500 00 |
| Lake Geneva | 585 00 | 3,255 00 | 43 | 17 | 11 | 15 | Free | 500 00 |
| Lake Mills | 415 00 | 2,080 00 | 26 | 25 | 19 | 19 | Sold | 500 00 |
| Lancaster | 475 00 | 3,200 00 | 43 | 44 | 33 | 30 | Rented | 500 00 |
| Lodi | 416 25 | 1,832 50 | 29 | 18 | 14 | 16 | No | 500 00 |
| Madison | 581 56 | 11,205 00 | 199 | 154 | 118 | 107 | No | 500 00 |
| Manawa | 360 00 | 1,110 00 | 19 | 16 | 16 | 6 | No | 500 00 |
| Marinette | 590 50 | 3,952 50 | 73 | 65 | 42 | 23 | Free | 500 00 |
| Marshall | 360 00 | 1,200 00 | 18 | 6 | 8 | 6 | No | 600 00 |

*Statistical Tables.*

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Marshfield | 585 83 | 3,257 50 | 39 | 33 | 32 | 7 | No | 500 00 | |
| Mauston | 472 50 | 2,145 00 | 40 | 23 | 20 | 11 | Free | 500 00 | |
| Mayville | 983 66 | 2,233 66 | 16 | 19 | 14 | 7 | Sold | 500 00 | |
| Mazomanie | 945 00 | 1,845 00 | 27 | 26 | 6 | 14 | Free | 500 00 | |
| Medford | 450 00 | 2,000 00 | 23 | 11 | 16 | 15 | Free | 500 00 | |
| Menasha | 500 00 | 2,300 00 | 27 | 18 | 14 | 17 | No | 500 00 | |
| Merrill | 510 00 | 2,630 00 | 101 | 52 | 25 | 9 | No | 500 00 | |
| Milton Junction | 450 00 | 1,900 00 | 26 | 17 | 16 | 9 | Sold | 500 00 | |
| Mineral Point | 480 00 | 2,740 00 | 35 | 48 | 25 | 17 | No. | 500 00 | |
| Mondovi | 495 00 | 1,545 00 | 11 | 14 | 21 | 30 | ..... | 500 00 | |
| Monroe | 556 00 | 3,975 00 | 44 | 41 | 36 | 30 | Free | 500 00 | |
| Montfort | 295 00 | 1,355 00 | 28 | 24 | 12 | 6 | No. | 500 00 | |
| Necedah | 540 00 | 1,440 00 | 31 | 15 | 11 | 8 | Sold | 500 00 | |
| Neenah | 600 00 | 3,400 00 | 46 | 33 | 22 | 15 | Sold | 500 00 | |
| Neillsville | 460 00 | 2,890 00 | 46 | 35 | 19 | 14 | No. | 500 00 | |
| New Lisbon | 630 00 | 1,630 00 | 22 | 9 | 7 | 7 | No | 500 00 | |
| New London | 503 00 | 2,139 00 | 29 | 23 | 12 | 17 | Sold | 500 00 | |
| New Richmond | 438 91 | 2,316 75 | 74 | 37 | 26 | 19 | Rented | 500 00 | |
| Oconomowoc | 535 50 | 3,342 00 | 41 | 40 | 33 | 13 | No. | 500 00 | |
| Oconto | 525 00 | 2,775 00 | 36 | 27 | 18 | 16 | Free | 500 00 | |
| Omro | 164 06 | 1,228 12 | 6 | 12 | 23 | 33 | Sold | 500 00 | |
| Onalaska | 405 00 | 1,355 00 | 18 | 19 | 11 | 8 | Free | 500 00 | |
| Oregon | 360 00 | 1,260 00 | 22 | 16 | 9 | 11 | No | 500 00 | |
| Osceola | 410 00 | 1,310 00 | 33 | 9 | ..... | ..... | Sold | 234 37 | |
| Palmyra | 405 00 | 1,080 00 | 7 | 15 | 13 | 15 | No | 500 00 | |
| Pewaukee | 540 00 | 1,440 00 | 13 | 11 | 3 | 9 | Sold | 500 00 | |
| Phillips | ..... | ..... | 7 | 10 | 4 | 2 | Free | 500 00 | |
| Plainfield | 495 00 | 1,395 00 | 16 | 10 | 6 | 4 | No | 500 00 | |
| Platteville | 382 50 | 1,765 00 | 53 | 18 | 8 | 4 | Free | 500 00 | |
| Plymouth | 486 00 | 2,658 00 | 44 | 33 | 22 | 27 | Sold | 500 00 | |
| Portage | 633 33 | 3,500 00 | 63 | 42 | 21 | 26 | Free | 500 00 | |
| Port Washington | 450 00 | 1,450 00 | 11 | 10 | 7 | 9 | ..... | 500 00 | |
| Poynette | 405 00 | 1,205 00 | 19 | 10 | 10 | 5 | No | 500 00 | |
| Prairie du Chien | 450 00 | 2,000 00 | 18 | 20 | 18 | 7 | No. | 500 00 | |
| Prairie du Sac | 480 00 | 2,060 00 | 18 | 20 | 12 | 14 | Free | 500 00 | |
| Prentice | 405 00 | 1,080 00 | 21 | 10 | ..... | ..... | Free | ..... | |

FREE HIGH SCHOOLS HAVING FOUR YEARS COURSES, 1899-1900.—Continued.

| Location. | Average yearly salary of assistants. | Total am't of salaries of principal and assistants. | Total Number of Pupils Enrolled. | | | | Does H. S. Dist. f'rnish text-books? If so, free, rented, or sold? | High School apportionment, November, 1899. |
|---|---|---|---|---|---|---|---|---|
| | | | 1st grade. | 2d grade. | 3d grade. | 4th grade. | | |
| Prescott | $450 00 | $1,170 00 | 18 | 8 | 2 | 12 | Sold | $500 00 |
| Randolph | 360 00 | 1,260 00 | 15 | 10 | 15 | 6 | No | 500 00 |
| Racine | 644 55 | 8,590 00 | 126 | 107 | 48 | 67 | No | 500 00 |
| Reedsburg | 576 00 | 2,322 00 | 37 | 28 | 20 | 12 | No. | 500 00 |
| Rhinelander | 495 00 | 2,290 00 | 33 | 32 | 8 | 16 | No | 500 00 |
| Rice Lake | 427 50 | 1,955 00 | 28 | 23 | 14 | 15 | Free | 500 00 |
| Richland Center | 510 00 | 2,970 00 | 44 | 29 | 32 | 17 | Free | 500 00 |
| Ripon | 565 83 | 2,327 50 | 37 | 24 | 20 | 15 | No | 500 00 |
| River Falls | 562 50 | 2,425 00 | 30 | 21 | 12 | 6 | Free | 500 00 |
| St. Croix Falls | 450 00 | 1,125 00 | 24 | 7 | 2 | 5 | Free | 315 00 |
| Sauk City | 945 00 | 1,945 00 | 20 | 11 | 6 | 6 | Free | 500 00 |
| Seymour | 540 00 | 1,350 00 | 16 | 23 | 11 | 8 | Sold | 500 00 |
| Sharon | 450 00 | 1,800 00 | 14 | 13 | 6 | 7 | Rented | 500 00 |
| Shawano | 427 50 | 1,855 00 | 26 | 18 | 24 | 19 | No | 500 00 |
| Sheboygan | 680 00 | 6,151 00 | 81 | 48 | 26 | 34 | No | 500 00 |
| Sheboygan Falls | 600 00 | 1,500 00 | 14 | 11 | 7 | 7 | Sold | 500 00 |
| Shell Lake | 495 00 | 1,395 00 | 30 | 18 | 21 | 3 | Free | 500 00 |
| Shullsburg | 498 75 | 1,947 50 | 11 | 16 | 17 | 6 | No | 500 00 |
| Sparta | 887 50 | 4,250 00 | 60 | 50 | 42 | 28 | Free | 500 00 |
| Spring Green | 450 00 | 1,900 00 | 20 | 31 | 7 | 19 | No | 500 00 |
| Stevens Point | 660 00 | 5,000 00 | 31 | 42 | 28 | 22 | No | 500 00 |
| South Milwaukee | 617 50 | 1,717 50 | 15 | 14 | 11 | 4 | No | 500 00 |
| Stoughton | 540 00 | 2,677 50 | 32 | 24 | 22 | 22 | Free | 500 00 |
| Sturgeon Bay | 525 00 | 2,150 00 | 32 | 30 | 18 | 8 | No | 500 00 |

*Statistical Tables.*

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Sun Prairie | 427 50 | 1,327 50 | 14 | 14 | 3 | 7 | Sold | 500 00 |
| Tomah | 483 75 | 3,135 00 | 40 | 37 | 24 | 24 | Free | 500 00 |
| Tonahawk | 495 00 | 2,100 00 | 30 | 21 | 6 | 8 | Free | 500 00 |
| Two Rivers | 550 00 | 2,300 00 | 22 | 17 | 9 | 6 | Sold | 500 00 |
| Union Grove | 258 75 | 1,147 50 | 19 | 8 | 12 | 13 | No. | 450 00 |
| Viroqua | 461 00 | 2,820 00 | 76 | 43 | 32 | 13 | Free | 500 00 |
| Walworth | 360 00 | 990 00 | 10 | 9 | 7 | 7 | No. | 500 00 |
| Washburn | 562 50 | 2,325 00 | 18 | 20 | 13 | 15 | Free | 500 00 |
| Waterloo | 387 50 | 1,572 50 | 14 | 26 | 14 | 10 | Free | 500 00 |
| Watertown | 775 00 | 3,950 00 | 72 | 53 | 36 | 20 | Free | 500 00 |
| Waukesha | 632 50 | 5,062 50 | 77 | 46 | 42 | 15 | Sold | 500 00 |
| Waupaca | 529 17 | 2,787 17 | 41 | 36 | 26 | 18 | No. | 500 00 |
| Waupun | 506 66 | 2,622 00 | 48 | 29 | 19 | 14 | No. | 500 00 |
| Wausau | 698 12 | 5,575 00 | 111 | 40 | 20 | 20 | No. | 500 00 |
| Wauwatosa | 661 66 | 3,285 00 | 34 | 28 | 15 | 16 | No. | 500 00 |
| West Bend | 600 00 | 2,400 00 | 39 | 32 | 25 | 20 | No. | 500 00 |
| West De Pere | 546 25 | 1,989 72 | 17 | 23 | 17 | 9 | Free | 500 00 |
| West Salem | 382 50 | 1,620 00 | 24 | 15 | 5 | 9 | Free | 500 00 |
| Weyauwega | 450 00 | 1,250 00 | 12 | 12 | 10 | 11 | No. | 500 00 |
| Whitewater | 570 00 | 4,250 00 | 85 | 50 | 20 | 20 | No. | 500 00 |
| Winneconne | 360 00 | 1,035 00 | 15 | 4 | 6 | 3 | No. | 500 00 |
| Wonewoc | 450 00 | 1,250 00 | 19 | 12 | 9 | 3 | Free | 500 00 |

## FREE HIGH SCHOOLS HAVING FOUR YEARS COURSES, 1899-1900.

| LOCATION. | GRADUATES, 1899. | | NO. GRADUATES, 1899, WHO HAVE TAUGHT SINCE. | | GRADUATES THIS YEAR. | | GRADUATES SINCE ORGANIZATION OF SCHOOL. | | Is school on Univ. Wis. accredited list? | No. non-resident pupils during year. | Rate tuition for non-residents per month. | Total am't received for tuition. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| Totals and av. | 770 | 1,169 | 109 | 395 | 761 | 1,262 | 7,465 | 13,144 | | 2,797 | $1 68 | $40,457 08 |
| Albany | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | No | 14 | $1 25 | $96 57 |
| Algoma | 2 | 6 | ..... | 2 | 5 | 3 | 20 | 22 | Yes | ..... | 1 00 | ..... |
| Alma | 1 | 2 | ..... | 2 | 2 | 3 | 26 | 44 | No | 4 | 2 00 | ..... |
| Antigo | 5 | 11 | ..... | 6 | 6 | 9 | 40 | 71 | Yes | 19 | 1 66 | 190 50 |
| Appleton, 2d dist. | 7 | 5 | ..... | ..... | 16 | 11 | 110 | 240 | Yes | 57 | 1 66 | 840 00 |
| Appleton, 3d dist. | 7 | 6 | ..... | ..... | 6 | 5 | 44 | 46 | Yes | ..... | ..... | ..... |
| Arcadia | 11 | 3 | 5 | 2 | 6 | 5 | 72 | 59 | Yes | 27 | 2 00 | 417 00 |
| Argyle | 2 | 5 | 1 | 1 | 2 | 7 | 21 | 37 | No | 15 | 1 00 | 133 25 |
| Ashland | 2 | 12 | ..... | 4 | 6 | 12 | 30 | 62 | Yes | 3 | ..... | ..... |
| Augusta | 2 | 6 | 2 | 5 | 3 | 6 | 5 | 12 | Yes | 20 | 1 83 | 265 00 |
| Bangor | 2 | 2 | 1 | ..... | 2 | 3 | ..... | ..... | Yes | 10 | 1 66 | 140 00 |
| Baraboo | 12 | 20 | 3 | 12 | 8 | 22 | 84 | 160 | Yes | 42 | 2 00 | 631 00 |
| Barron | 1 | 3 | ... .. | 3 | 1 | 2 | 19 | 25 | No | 12 | 1 50 | 94 11 |
| Bayfield | 1 | 3 | ..... | ..... | 1 | 3 | 15 | 38 | Yes | ..... | ..... | ..... |
| Beaver Dam | 6 | 7 | 1 | 1 | 5 | 10 | 83 | 176 | Yes | 10 | 1 30 | 130 00 |
| Beloit | 7 | 13 | ..... | ..... | 8 | 21 | 119 | 383 | Yes | 31 | 50 | 523 00 |
| Berlin | 5 | 10 | 1 | 5 | 7 | 20 | 145 | 264 | Yes | 45 | 1 66 | 670 00 |
| Birnamwood | ..... | 4 | ..... | 3 | 3 | 6 | ..... | ..... | No | 7 | 1 00 | 63 00 |
| Black Earth | 1 | 5 | ..... | 1 | 6 | 1 | 40 | 42 | No | 25 | 1 33 | 214 95 |
| Black River Falls | 5 | 7 | ..... | 6 | 5 | 9 | 78 | 138 | Yes | 27 | 50 | 450 00 |

*Statistical Tables.*

| | | |

FREE HIGH SCHOOLS HAVING FOUR YEARS COURSES, 1899-1900 — Continued.

| LOCATION. | GRADUATES, 1899. | | NO. GRADUATES, 1899, WHO HAVE TAUGHT SINCE. | | GRADUATES THIS YEAR. | | GRADUATES SINCE ORGANIZATION OF SCHOOL. | | Is school on Univ. Wis. accredited list? | No. non-resident pupils during year. | Rate tuition for non-residents per month. | Total am't received for tuition. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| Grand Rapids | 4 | 3 | 1 | 2 | 6 | 5 | 89 | 85 | Yes | 22 | $1 33 | $229 90 |
| Green Bay (E. S.) | 4 | 10 | ..... | 3 | 6 | 21 | 53 | 100 | Yes | 15 | 1 45 | 146 93 |
| Green Bay (W. S.) | 3 | 26 | ..... | 5 | 5 | 16 | 29 | 174 | Yes | 3 | 1 45 | 31 00 |
| Greenwood | 3 | 7 | ..... | 2 | 2 | 2 | 5 | 14 | Yes | 5 | 1 60 | 48 80 |
| Hammond | ..... | ..... | ..... | ..... | 2 | 1 | 2 | 1 | No | 19 | 2 00 | 222 00 |
| Hartford | 5 | 7 | ..... | 4 | 9 | 5 | 43 | 80 | Yes | 40 | 2 00 | 650 00 |
| Hayward | ..... | 3 | ..... | 2 | 2 | 5 | 18 | 17 | No | ..... | 1 50 | ..... |
| Highland | 3 | 2 | ..... | ..... | 4 | 2 | ..... | ..... | No | 5 | ..... | ..... |
| Horicon | 6 | 8 | 1 | 3 | 3 | 5 | 57 | 85 | Yes | 14 | 2 00 | 235 00 |
| Hudson | 3 | 9 | ..... | 4 | 7 | 13 | 57 | 108 | Yes | 3 | 2 00 | 18 00 |
| Hurley | ..... | 4 | ..... | 3 | 2 | 5 | 7 | 15 | No | ..... | ..... | ..... |
| Janesville | 28 | 46 | ..... | ..... | 18 | 38 | 169 | 323 | Yes | 50 | 1 66 | 885 40 |
| Jefferson | 4 | 6 | 1 | 5 | ..... | 5 | 37 | 63 | Yes | 15 | 2 00 | 270 00 |
| Juneau | 1 | 2 | 1 | 2 | ..... | 1 | 15 | 30 | Yes | 3 | 1 50 | 45 00 |
| Kaukauna | 5 | 4 | ..... | 2 | 8 | 9 | 30 | 40 | Yes | 15 | ..... | 37 00 |
| Kenosha | 3 | 19 | ..... | 2 | 7 | 24 | 50 | 137 | Yes | 42 | 2 40 | 909 70 |
| Kewaunee | 7 | 4 | 1 | 2 | 7 | 2 | 59 | 66 | Yes | 9 | 2 50 | 197 50 |
| Lake Geneva | 6 | 6 | ..... | ..... | 1 | 6 | ..... | ..... | Yes | 13 | 2 40 | 196 00 |
| Lake Mills | 3 | 4 | ..... | 3 | 7 | 8 | 57 | 84 | Yes | 25 | 2 00 | 335 50 |
| Lancaster | 6 | 13 | ..... | ..... | 14 | 14 | 95 | 140 | Yes | 26 | 1 60 | 350 00 |
| Lodi | 1 | 10 | ..... | 3 | 2 | 12 | 13 | 89 | Yes | 31 | 1 66 | 450 20 |
| Madison | 37 | 44 | ..... | ..... | 40 | 40 | 324 | 468 | Yes | 46 | 2 59 | 1,290 00 |
| Manawa | 4 | ..... | 1 | ..... | 2 | 4 | 26 | 20 | No | 7 | 1 00 | 33 00 |

*Statistical Tables.*

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Marinette | 11 | 20 | .... | 7 | 5 | 16 | 52 | 123 | Yes | 3 | 75 | ..... | |
| Marshall | ..... | 4 | ..... | ..... | 1 | 5 | ..... | ..... | No | 10 | 1 33 | 98 | 58 |
| Marshfield | 6 | 9 | 1 | 4 | 1 | 6 | 20 | 46 | Yes | 8 | 1 00 | 93 | 40 |
| Mauston | 4 | 7 | 2 | 4 | 2 | 6 | 61 | 74 | Yes | 36 | ..... | 391 | 00 |
| Mayville | 6 | 8 | 2 | 5 | 2 | 5 | 39 | 52 | Yes | 14 | 2 00 | 185 | 75 |
| Mazomanie | 5 | 4 | 1 | 1 | 6 | 7 | 50 | 89 | Yes | 15 | 1 33 | 162 | 20 |
| Medford | 4 | 7 | 2 | 5 | 7 | 7 | 26 | 45 | Yes | 4 | 2 00 | 40 | 25 |
| Menasha | 5 | 7 | ..... | 1 | 2 | 10 | 41 | 125 | Yes | ..... | 1 50 | ..... | |
| Merrill | 13 | 14 | 1 | 6 | 4 | 5 | 56 | 98 | Yes | 1 | 1 66 | 15 | 00 |
| Milton Junction | 3 | 4 | 1 | 2 | 1 | 6 | 16 | 34 | Yes | 16 | 1 33 | 160 | 00 |
| Mineral Point | 6 | 7 | ..... | ..... | 6 | 11 | ..... | ..... | Yes | 25 | 2 66 | 388 | 00 |
| Mondovi | 1 | 4 | ..... | 3 | ..... | 9 | 13 | 37 | Yes | 25 | 1 50 | 200 | 00 |
| Monroe | 9 | 16 | 3 | 4 | 12 | 15 | 163 | 252 | Yes | 35 | 1 66 | 430 | 00 |
| Montfort | 3 | 7 | ..... | 3 | 1 | 5 | 15 | 38 | No | 12 | 1 50 | ..... | |
| Necedah | 4 | 4 | 1 | 1 | 1 | 2 | 28 | 68 | No | 5 | 1 00 | 38 | 75 |
| Neenah | 6 | 8 | ..... | 4 | 5 | 9 | 62 | 154 | Yes | 6 | 1 00 | 58 | 00 |
| Neillsville | 2 | 3 | 1 | 2 | 5 | 8 | 46 | 69 | Yes | 29 | 1 50 | 270 | 12 |
| New Lisbon | 3 | 6 | ..... | 1 | 4 | 3 | 39 | 62 | Yes | 19 | 1 00 | 168 | 00 |
| New London | 5 | 4 | 2 | 3 | 8 | 9 | 29 | 45 | Yes | 17 | 1 66 | 175 | 00 |
| New Richmond | 10 | 9 | 3 | 5 | 4 | 7 | 44 | 94 | Yes | 73 | 1 60 | 901 | 60 |
| Oconomowoc | 3 | 9 | ..... | ..... | ..... | 5 | 23 | 71 | Yes | 31 | 1 89 | 523 | 10 |
| Oconto | 7 | 6 | 4 | 5 | 5 | 6 | 62 | 63 | Yes | 2 | 1 00 | 20 | 00 |
| Omro | 9 | 4 | ..... | 4 | 4 | 1 | 59 | 98 | Yes | 27 | 1 44 | 335 | 00 |
| Onalaska | 5 | 2 | ..... | ..... | 4 | 2 | 30 | 35 | Yes | 11 | 1 50 | 129 | 45 |
| Oregon | 7 | 3 | 2 | 2 | 5 | 8 | 55 | 68 | Yes | 38 | 1 50 | 425 | 00 |
| Osceola | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | No | 21 | 2 00 | 228 | 50 |
| Palmyra | 2 | 1 | ..... | ..... | 2 | 5 | 13 | 15 | No | 24 | 1 50 | 317 | 24 |
| Pewaukee | 2 | 3 | ..... | ..... | 2 | 7 | 25 | 44 | No | 7 | 90 | 58 | 88 |
| Phillips | 1 | 1 | ..... | 1 | 1 | 1 | 6 | 13 | No | 3 | 1 00 | ..... | |
| Plainfield | 4 | 2 | ..... | 1 | 1 | 2 | 13 | 25 | No | .... ..... | 1 00 | 61 | 00 |
| Platteville | 2 | 5 | ..... | ..... | ..... | 4 | 14 | 27 | No | 11 | 1 60 | 96 | 80 |
| Plymouth | 9 | 6 | ..... | 3 | 15 | 10 | 104 | 92 | Yes | 31 | 1 67 | 402 | 00 |
| Portage | 11 | 13 | 3 | 1 | 10 | 12 | 118 | 206 | Yes | 14 | 2 00 | 257 | 25 |
| Port Washington | 3 | 1 | ..... | ..... | ..... | ..... | 23 | 40 | No | 9 | 2 50 | 166 | 87 |
| Poynette | 2 | 3 | 1 | 1 | 3 | 2 | 35 | 52 | Yes | 14 | 1 50 | 128 | 63 |
| Prairie du Chien | 5 | 6 | 1 | 2 | 1 | 4 | 35 | 70 | Yes | 4 | 1 50 | ..... | |

FREE HIGH SCHOOLS HAVING FOUR YEARS COURSES, 1899-1900—Continued.

| LOCATION. | GRADUATES, 1899. | | NO. GRADUATES, 1899, WHO HAVE TAUGHT SINCE. | | GRADUATES THIS YEAR. | | GRADUATES SINCE ORGANIZATION OF SCHOOL. | | Is school on Univ. Wis. accredited list? | No. non-resident pupils during year. | Rate tuition for non-residents per month. | Total am't received for tuition. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| Prairie du Sac | 7 | 4 | ..... | ..... | 5 | 8 | 19 | 27 | Yes | 32 | $2 00 | $480 00 |
| Prentice | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | No | 1 | 1 50 | ..... |
| Prescott | 1 | 3 | 1 | ..... | 2 | 5 | 36 | 41 | Yes | 3 | 1 00 | 21 00 |
| Randolph | ..... | 1 | ..... | 1 | 1 | 5 | 1 | 6 | No | 12 | 1 67 | 180 00 |
| Racine | 14 | 27 | ..... | ..... | 21 | 45 | 216 | 439 | Yes | 31 | 3 00 | 885 00 |
| Reedsburg | 6 | 10 | 1 | 3 | 4 | 8 | ..... | ..... | Yes | 29 | 50 | 391 75 |
| Rhinelander | 2 | 9 | ..... | 4 | 6 | 8 | 27 | 50 | Yes | ..... | ..... | ..... |
| Rice Lake | 5 | 8 | 2 | 6 | 6 | 9 | 31 | 34 | Yes | 13 | 1 50 | 79 50 |
| Richland Center | 11 | 12 | 3 | 4 | 6 | 7 | 84 | 129 | Yes | 15 | 3 00 | 301 00 |
| Ripon | 5 | 7 | ..... | 1 | 1 | 12 | 60 | 173 | Yes | 6 | 2 00 | 106 00 |
| River Falls | 9 | 3 | 1 | 1 | 3 | 3 | 33 | 32 | Yes | 21 | 1 40 | 247 80 |
| St. Croix Falls | 2 | 3 | 1 | 3 | ..... | ..... | 6 | 16 | No | 10 | 2 00 | 100 00 |
| Sauk City | 2 | 3 | 2 | 2 | 2 | 4 | 22 | 13 | Yes | 6 | 2 00 | 108 00 |
| Seymour | 2 | 1 | ..... | ..... | 5 | 3 | 15 | 13 | Yes | 23 | 1 25 | 205 00 |
| Sharon | ..... | 3 | ..... | 2 | 3 | 4 | 25 | 50 | Yes | 9 | 2 00 | 136 00 |
| Shawano | 4 | 12 | 2 | 8 | 4 | 11 | 43 | 78 | Yes | 20 | 5 00 | 250 25 |
| Sheboygan | 19 | 20 | 1 | 4 | 18 | 14 | 88 | 170 | Yes | 17 | 2 50 | 377 50 |
| Sheboygan Falls | 1 | 4 | ..... | 2 | 3 | 4 | 63 | 83 | Yes | 1 | 1 00 | 10 00 |
| Shell Lake | 2 | 3 | 1 | 1 | ..... | 1 | ..... | ..... | No | 9 | 1 00 | ..... |
| Shullsburg | 2 | 7 | ..... | 4 | 2 | 4 | 40 | 106 | Yes | 13 | 50 | 248 00 |
| South Milwaukee | 4 | 5 | ..... | 2 | 1 | 2 | 23 | 26 | No | ..... | 3 33 | ..... |
| Sparta | 5 | 20 | 1 | 13 | 6 | 18 | 112 | 188 | Yes | 46 | 2 40 | 1,050 70 |
| Spring Green | 6 | 6 | ..... | 4 | 4 | 12 | ..... | ..... | Yes | 33 | 2 00 | 500 00 |

*Statistical Tables.*

| | | |

## FREE HIGH SCHOOLS HAVING THREE YEARS COURSES, 1899-1900.

| Location. | Principal. | Legal qualifications of principal. | Salary of the principal. | No. Teachers Employed. | | Enrollment in High School. | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | *Pupils under 20 years of age.* | | | Pupils over 20. |
| | | | | Male. | Fem. | Male. | Fem. | Total. | |
| Totals & av. | ..... | ..... | $675 35 | 58 | 15 | 812 | 1,192 | 2,004 | 25 |
| Almond | Frank R. Springer. | Stevens Point N. S. C'rt | $225 00 | 1 | ..... | 13 | 10 | 23 | 2 |
| Amherst | Wm. L. Bullock... | Lawrence Univ. Dip... | 750 00 | 1 | ..... | 10 | 16 | 26 | 1 |
| Avoca | V. L. Rehn ..... | Univ. of Wis. Dip..... | 585 00 | 1 | 1 | 12 | 18 | 30 | ..... |
| Baldwin | A. M. Wakefield... | Limited State Cert .... | 720 00 | 1 | 1 | 11 | 24 | 35 | ..... |
| Belleville | A. G. Hough ..... | Univ. of Wis. Dip..... | 765 00 | 1 | ..... | 18 | 30 | 48 | ..... |
| Belmont | J. H. Thompson ... | Cert. of Approval..... | 675 00 | 1 | 1 | 11 | 16 | 27 | ..... |
| Benton | H. E. Case..... | Platteville N. S. Dip... | 585 00 | 1 | ..... | 11 | 22 | 33 | ..... |
| Bloomer | Elmer C. Roberts.. | Platteville N. S. Dip... | 900 00 | 1 | ..... | 14 | 34 | 48 | ..... |
| Brillion | R. E. Carncross... | Whitewater N. S. Dip.. | 765 00 | 1 | ..... | 18 | 13 | 31 | ..... |
| Cadott | H. J. Mortensen... | Stevens Point N. S. Dip | 630 00 | 1 | ..... | 11 | 23 | 34 | ..... |
| Cambria | Robt. Morris ..... | Ripon Col. Dip ..... | 765 00 | 1 | 1 | 14 | 12 | 26 | ..... |
| Cashton | J. D. Beck ..... | Stevens Point N. S. Dip | 720 00 | 1 | ..... | 23 | 28 | 51 | ..... |
| Chetek | C. F. Welch..... | Platteville N. S. Dip.... | 585 00 | 1 | ..... | 5 | 23 | 28 | ..... |
| Cedarburg | Charles Lau..... | Life State Cert..... | 1,000 00 | 1 | ..... | 11 | 14 | 25 | ..... |
| Colby | F. M. Jackson..... | Univ. of Wis. Dip ..... | 925 00 | 2 | ..... | 26 | 36 | 62 | 2 |
| Cuba City | Emery Bray..... | Platteville N. S. Dip... | 540 00 | 1 | 1 | 18 | 23 | 41 | ..... |
| Fairchild | E. M. Beeman.... | Univ. of Wis. Dip..... | 1,100 00 | 1 | 1 | 12 | 21 | 33 | ..... |
| Fountain City | H. W. Kircher..... | River Falls N. S. Cert.. | 675 00 | 1 | ..... | 24 | 19 | 43 | ..... |
| Friendship | S. A. Stivers ..... | Milwaukee N. S. Dip .. | 600 00 | 1 | ..... | 18 | 8 | 26 | ..... |
| Glenbeulah | V. H. Huck ..... | Oshkosh N. S. Dip .... | 630 00 | 1 | ..... | 27 | 18 | 45 | 1 |
| Grantsburg | W. F. Steve ..... | Platteville N. S. Dip ... | 585 00 | 1 | ..... | 7 | 20 | 27 | 3 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Hazel Green | Chas. M. Fox | Platteville N. S. Dip | 675 00 | | 1 | | 12 | 15 | 27 | |
| Hillsboro | A. F. Elmegreen | Limited State Cert | 750 00 | | 1 | | 10 | 19 | 29 | |
| Humbird | T. O. Edgar | Life State Cert | 540 00 | | 1 | 1 | 8 | 9 | 17 | |
| Iola | Oscar Gunderson | Limited State Cert | 720 00 | | 1 | | 14 | 21 | 35 | |
| Kiel | A. O. Heyer | Oshkosh N. S. Cert | 650 00 | | 2 | | 20 | 24 | 44 | |
| Linden | S. M. W. Thomas | Platteville N. S. Dip | 630 00 | | 1 | | 8 | 12 | 20 | |
| Lone Rock | C. E. Gilmore | Platteville N. S. Dip | 540 00 | | 1 | | 9 | 26 | 35 | 2 |
| Loyal | D. L. Hennessey | River Falls N. S. Dip | 630 00 | | 1 | 1 | 17 | 23 | 40 | |
| Marion | A. A. Blandin | Limited State Cert | 720 00 | | 1 | | 7 | 17 | 24 | |
| Merrillan | Jessie L. O'Leary | Milwaukee N. S. Dip | 810 00 | | | 1 | 12 | 23 | 35 | 3 |
| Middleton | T. T. Blakely | Univ. of Wis. Dip | 750 00 | | 1 | | 8 | 22 | 30 | |
| Milton | D. C. Ring | Milton Col. Dip | 585 00 | | 1 | 1 | 15 | 23 | 38 | |
| Montello | Moritz Mortenson | Oshkosh N. S. Dip | 720 00 | | 1 | | 9 | 25 | 34 | 2 |
| Mount Hope | G. J. Zimmerman | Limited State Cert | 585 00 | | 1 | 1 | 19 | 28 | 47 | |
| Muscoda | J. W. Rankin | Whitewater N. S. Cert | 700 00 | | 2 | | 20 | 26 | 46 | |
| Oakfield | B. W. Bridgman | Oshkosh N. S. Dip | 800 00 | | 1 | | 19 | 29 | 48 | 1 |
| Oakwood | John Humphrey | Oshkosh N. S. Cert | 552 50 | | 1 | | 13 | 10 | 23 | |
| Pepin | Wm. Darling | Milwaukee N. S. Dip | 675 00 | | 1 | | 17 | 22 | 39 | 2 |
| Peshtigo | J. M. Bold | Univ. of Wis. Dip | 810 00 | | 2 | | 12 | 46 | 58 | |
| Potosi | B. L. Bohn | Life State Cert | 630 00 | | 1 | 1 | 12 | 21 | 33 | |
| Reeseville | A. H. Schubert | Oshkosh N. S. Dip | 630 00 | | 1 | | 18 | 12 | 30 | 1 |
| Rosendale | Alice N. Tetherly | Mass. Life Cert. Ctsd | 630 00 | | | 1 | 18 | 18 | 36 | |
| Sextonville | J. C. Davis | Platteville N. S. Dip | 480 00 | | 1 | 1 | 31 | 30 | 61 | 1 |
| Soldiers Grove | Benj. L. Birkbeck | Platteville N. S. Dip | 540 00 | | 1 | | 17 | 19 | 36 | |
| Stanley | Thos. W. Davies | Oshkosh N. S. Dip | 900 00 | | 1 | | 16 | 28 | 44 | |
| Stockbridge | E. W. McCrary | Lawrence Univ. Dip | 575 00 | | 1 | | 14 | 20 | 34 | |
| Thorp | A. C. Finn | Univ. of Wis. Dip | 720 00 | | 1 | | 17 | 28 | 45 | |
| Trempealeau | E. A. Ketcham | Life State Cert | 720 00 | | 1 | | 17 | 19 | 36 | |
| Unity | A. L. Rhodes | Milwaukee N. S. Dip | 600 00 | | 1 | | 8 | 9 | 17 | |
| Verona | T. S. Thompson | Univ. of Wis. Dip | 700 00 | | 1 | | 19 | 20 | 39 | 2 |
| Viola | J. S. Earll | Platteville N. S. Dip | 495 00 | | 1 | | 17 | 29 | 46 | 1 |
| Waldo | John W. Steenis | Oshkosh N. S. Cert | 607 50 | | 1 | | 16 | 29 | 45 | |
| Westfield | Chas. G. Hosmer | Platteville N. S. Dip | 675 00 | | 1 | 1 | 8 | 31 | 39 | |
| Wilton | Wm. Harrison | Stevens Point N. S. Dip | 600 00 | | 1 | | 11 | 15 | 26 | 1 |
| Wittenburg | P. F. Dolan | Platteville N. S. Dip | 750 00 | | 1 | | 10 | 16 | 26 | |

## FREE HIGH SCHOOLS HAVING THREE YEARS COURSES, 1899-1900.

| Location. | Average daily attendance. | No. of days ta'ght | Pupils in English branches only. | Pupils in German. | Puplis in Latin. | Pupils in Greek. | Pupils in both Latin and German. | Pupils in both Latin and Greek | Cost of Instruction in | | | Average Age of Pupils | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | *Entering.* | | *Leaving.* | |
| | | | | | | | | | German. | Latin. | Greek | Male. | Female. | Male. | Female. |
| Totals and av. | 28 | 9,954 | 1,971 | 18 | .... | ..... | ..... | ..... | 166 66 | ..... | ..... | 15 | 14 | 18 | 18 |
| Almond | 19 | 100 | 25 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 13 | 13 | 18 | 18 |
| Amherst | 21 | 180 | 27 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 16 | 16 | 17 | 19 |
| Avoca | 19 | 180 | 30 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 15 | 16 | 17 |
| Baldwin | 25 | 178 | 35 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 14 | 18 | 17 |
| Belleville | 38 | 180 | 48 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 13 | 17 | 17 |
| Belmont | 21 | 180 | 27 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 14 | 17 | 17 |
| Benton | 24 | 180 | 33 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 14 | 17 | 17 |
| Bloomer | 38 | 180 | 48 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 14 | 17 | ..... |
| Brillion | 24 | 180 | 31 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 14 | 18 | 18 |
| Cadott | 26 | 180 | 34 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 16 | 16 | 18 | 18 |
| Cambria | 17 | 180 | 26 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 15 | ..... | ..... |
| Cashton | 45 | 160 | 51 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 14 | 18 | 17 |
| Chetek | 22 | 180 | 28 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Cedarburg | 23 | 200 | 25 | 18 | .... | ..... | ..... | ..... | 166 66 | ..... | ..... | 15 | 15 | 18 | 18 |
| Colby | 52 | 180 | 64 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 13 | 18 | 16 |
| Cuba City | 35 | 180 | 35 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 14 | 18 | 17 |
| Fairchild | 25 | 180 | 25 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 15 | 17 | 17 |
| Fountain City | 40 | 180 | 43 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 13 | 13 | 16 | 16 |
| Friendship | 24 | 180 | 26 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 13 | 18 | 17 |
| Glenbeulah | 30 | 180 | 46 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 14 | 17 | 17 |
| Grantsburg | 19 | 160 | 30 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 14 | 17 | 17 |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Hazel Green | 22 | 180 | 27 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 14 | 17 | 17 |
| Hillsboro | 21 | 180 | 29 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 15 | 17 | 18 |
| Humbird | 9 | 180 | 17 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 14 | 17 | 17 |
| Iola | 25 | 180 | 35 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 16 | 16 | 17 | 17 |
| Kiel | 39 | 200 | ..... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 13 | 18 | 16 |
| Linden | 18 | 180 | 20 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 14 | 18 | 16 |
| Lone Rock | 15 | 180 | 35 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 14 | 18 | 18 |
| Loyal | 33 | 180 | 40 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 14 | 18 | 18 |
| Marion | 19 | 180 | 24 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 16 | 14 | 18 | 17 |
| Merrillan | 24 | 180 | 38 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 14 | 17 | 17 |
| Middleton | 25 | 180 | 30 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 14 | 17 | 17 |
| Milton | 34 | 180 | 38 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 15 | 16 | 16 |
| Montello | 33 | 178 | 42 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 16 | 15 | 18 | 17 |
| Mount Hope | 32 | 180 | 47 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 13 | 19 | 18 |
| Muscoda | 42 | 180 | 46 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 14 | 17 | 17 |
| Oakfield | 44 | 180 | 49 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 14 | 17 | 17 |
| Oakwood | 19 | 180 | 23 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 14 | 18 | 17 |
| Pepin | 34 | 180 | 39 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 15 | 17 | 17 |
| Peshtigo | 40 | 180 | 58 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 14 | ..... | 18 |
| Potosi | 26 | 180 | 33 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 16 | 16 | 16 | 17 |
| Reeseville | 24 | 180 | 30 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 13 | 13 | 16 | 16 |
| Rosendale | 29 | 178 | 36 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 16 | 14 | 17 | 17 |
| Sextonville | 50 | 160 | 62 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 17 | 15 | 18 | 18 |
| Soldiers Grove | 24 | 180 | 36 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 16 | 15 | 17 | 16 |
| Stanley | 34 | 180 | 44 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 14 | 16 | 16 |
| Stockbridge | 24 | 160 | 34 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 14 |
| Thorp | 32 | 180 | 45 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 13 | 17 | 17 |
| Trempealeau | 31 | 180 | 36 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 17 | ..... | 18 |
| Unity | 14 | 180 | 17 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 16 | 14 | 19 | 17 |
| Verona | 31 | 180 | 41 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 17 | 16 | ..... | ..... |
| Viola | ..... | 180 | 46 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 14 | 19 | 17 |
| Waldo | 36 | 180 | 45 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 16 | 15 | 18 | 17 |
| Westfield | 28 | 180 | 39 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 14 | 18 | 17 |
| Wilton | 20 | 180 | 27 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 13 | 18 | 17 |
| Wittenberg | 23 | 180 | 26 | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 15 | 17 | 20 |

FREE HIGH SCHOOLS HAVING THREE YEARS COURSES, 1899-1900.

| LOCATION. | Average yearly salary of assistants. | Total am't of salaries of principal and assistants. | TOTAL NUMBER OF PUPILS ENROLLED. | | | Does H. S. Dist. f'rnish text-books? If so, free, rented or sold? | High School apportionment, November, 1899. |
|---|---|---|---|---|---|---|---|
| | | | 1st grade. | 2d grade. | 3d grade. | | |
| Totals and avs.. | $323 19 | $39,996 10 | 748 | 622 | 461 | ..... | $17,016 93 |
| Almond | ..... | $225 00 | ..... | ..... | ..... | No | $145 00 |
| Amherst | ..... | 750 00 | 13 | 7 | 7 | No | 337 50 |
| Avoca | $347 50 | 932 50 | 9 | 12 | 7 | No | 225 00 |
| Baldwin | 450 00 | 1,150 00 | 17 | 11 | 7 | Free | ..... |
| Belleville | ..... | 765 00 | 22 | 13 | 9 | Sold | 382 50 |
| Belmont | ..... | ..... | 8 | 13 | 6 | No | 135 00 |
| Benton | 333 00 | 696 00 | 15 | 10 | 8 | No | 220 00 |
| Bloomer | ..... | 900 00 | 7 | 18 | 23 | Free | 450 00 |
| Brillion | ..... | 765 00 | 18 | 8 | 5 | Sold | 382 50 |
| Cadott | ..... | 675 00 | 14 | 10 | 6 | No | 292 50 |
| Cambria | ..... | 866 00 | ..... | ..... | ..... | No | 390 00 |
| Cashton | ..... | 720 00 | 45 | 6 | ..... | No | ..... |
| Chetek | ..... | 585 00 | ..... | ..... | ..... | No | 292 50 |
| Cedarburg | ..... | 1,000 00 | 11 | 14 | ..... | Sold | 500 00 |
| Colby | ..... | 1,105 00 | 14 | 22 | 15 | No | 500 00 |
| Cuba City | 270 00 | 810 00 | 8 | 23 | 10 | No | 405 00 |
| Fairchild | ..... | 1,175 00 | 19 | 8 | 6 | Free | 500 00 |
| Fountain City | ..... | 675 00 | 15 | 10 | ..... | No | ..... |
| Friendship | ..... | 600 00 | 14 | 11 | 1 | No | 270 00 |
| Glenbeulah | ..... | 630 00 | 7 | 16 | 20 | No | 337 50 |
| Grantsburg | ..... | 585 00 | 12 | 13 | 5 | Free | ..... |
| Hazel Green | ..... | 675 00 | 11 | 5 | 11 | Sold | 337 50 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Hillsboro | | 750 00 | 5 | 10 | 14 | Free | 375 00 |
| Humbird | | 579 60 | 3 | 6 | 8 | Free | 310 68 |
| Io'a | | 630 00 | 20 | 11 | 4 | No | |
| Kiel | 450 00 | 1,100 00 | 17 | 14 | 11 | Rented | 500 00 |
| Linden | | 630 00 | 8 | 8 | 4 | No | 292 50 |
| Lone Rock | | 540 00 | | | | Free | 247 50 |
| Loyal | | 630 00 | 17 | 16 | 7 | No | 270 00 |
| Marion | | 720 00 | 14 | 4 | 6 | No | 300 00 |
| Merrillan | | 810 00 | 13 | 18 | 7 | No | 438 75 |
| Middleton | | 750 00 | 14 | 7 | 9 | No | 350 00 |
| Milton | | 715 00 | 9 | 18 | 11 | No | |
| Montello | | 720 00 | 14 | 13 | 7 | No | 360 00 |
| Mount Hope | 225 00 | 810 00 | | | | No | 380 00 |
| Muscoda | | 792 00 | 20 | 17 | 8 | No | 500 00 |
| Oakfield | | 800 00 | 16 | 14 | 19 | No | 500 00 |
| Oakwood | | 552 50 | 13 | 6 | 4 | No | 292 50 |
| Pepin | | 675 00 | 21 | 12 | 8 | Free | 337 50 |
| Peshtigo | | 900 00 | 32 | 12 | 9 | Free | 500 00 |
| Potosi | 270 00 | 900 00 | 12 | 10 | 4 | No | 450 00 |
| Reeseville | | 630 00 | 2 | 6 | 23 | No | 360 00 |
| Rosendale | | 630 00 | 16 | 16 | 4 | No | 315 00 |
| Sextonville | 240 00 | 700 00 | 31 | 7 | 18 | No | 341 25 |
| Soldiers Grove | | 540 00 | 12 | 16 | 8 | No | 237 50 |
| Stanley | | 900 00 | 13 | 25 | 6 | Yes | 450 00 |
| Stockbridge | | 575 00 | 12 | 11 | 3 | No | 245 00 |
| Thorp | | 720 00 | 17 | 18 | 10 | Free | 337 50 |
| Trempealeau | | 720 00 | 16 | 15 | 5 | No | 360 00 |
| Unity | | 540 00 | 6 | 6 | 5 | Free | 292 50 |
| Verona | | 700 00 | 36 | 5 | | No | |
| Viola | | 495 00 | 18 | 17 | 9 | Loaned | 322 50 |
| Waldo | | 607 50 | 8 | 26 | 11 | No | 303 75 |
| Westfield | | 675 00 | 13 | 13 | 13 | No | 315 00 |
| Wilton | | 600 00 | 11 | 6 | 10 | Sold | 292 50 |
| Wittenberg | | 675 00 | 10 | 9 | 10 | Sold | 337 50 |

## FREE HIGH SCHOOLS HAVING THREE YEARS COURSES, 1899-1900.

| LOCATION. | GRADUATES, 1899. | | NO. GRADUATES, 1899, WHO HAVE TAUGHT SINCE. | | GRADUATES THIS YEAR. | | GRADUATES SINCE ORGANIZATION OF SCHOOL. | | Is school on Univ. Wis. accredited list? | No. non-resident pupils during year. | Rate tuition for non-residents per month. | Total am't received for tuition. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| Totals and av. | 115 | 149 | 21 | 63 | 134 | 176 | 905 | 1,278 | ..... | 586 | $1 40 | $5,591 74 |
| Almond | 2 | ..... | ..... | ..... | ..... | ..... | 2 | ..... | No | 9 | $1 00 | $39 00 |
| Amherst | 1 | 1 | ..... | ..... | 1 | 6 | 15 | 32 | No | 7 | 1 00 | 37 00 |
| Avoca | 3 | 4 | 1 | 3 | 3 | 4 | ..... | ..... | No | 5 | 1 33 | 60 00 |
| Baldwin | ..... | ..... | ..... | ..... | 3 | 4 | 3 | 4 | No | 8 | 2 00 | ..... |
| Belleville | 2 | 5 | ..... | 2 | 2 | 4 | 23 | 31 | No | 17 | 1 60 | 183 67 |
| Belmont | ..... | ..... | ..... | ..... | 4 | 2 | 4 | 2 | No | 3 | 60 | 7 40 |
| Benton | ..... | ..... | ..... | ..... | 4 | 4 | 4 | 4 | No | 3 | 1 00 | 7 90 |
| Bloomer | 5 | 12 | 2 | 6 | 2 | 2 | 23 | 42 | No | 13 | 1 50 | 135 00 |
| Brillion | 3 | ..... | ..... | ..... | 3 | ..... | 25 | 15 | No | 5 | 2 00 | 80 00 |
| Cadott | 3 | 2 | 2 | 2 | 3 | 3 | 15 | 36 | No | 4 | 1 00 | 22 00 |
| Cambria | ..... | ..... | ..... | ..... | ..... | 3 | ..... | 3 | No | 5 | 1 66 | 59 58 |
| Cashton | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | No | 12 | 2 00 | 95 00 |
| Chetek | 1 | 3 | 1 | 2 | 2 | 2 | 27 | 32 | No | 7 | 1 00 | 40 25 |
| Cedarburg | 10 | 2 | ..... | ..... | ..... | ..... | 13 | 3 | No | 3 | 2 00 | 105 00 |
| Colby | 4 | 6 | ..... | 1 | 2 | 6 | 24 | 41 | No | 32 | 1 00 | 247 00 |
| Cuba City | 2 | 4 | 1 | 2 | 2 | 4 | 14 | 16 | No | 6 | 1 50 | 34 00 |
| Fairchild | 2 | 2 | ..... | 1 | 1 | 3 | 15 | 23 | No | 3 | 1 00 | 14 75 |
| Fountain City | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | No | 6 | 1 50 | 32 25 |
| Friendship | ..... | ..... | ..... | ..... | 1 | ..... | 6 | 18 | No | 6 | 1 50 | 57 00 |
| Glenbeulah | 2 | 1 | ..... | ..... | 12 | 5 | 30 | 45 | No | 24 | 1 33 | 242 78 |
| Grantsburg | ..... | ..... | ..... | ..... | 1 | 4 | 1 | 4 | No | 5 | 2 00 | 55 00 |
| Hazel Green | 1 | 3 | 1 | 2 | 3 | 5 | 39 | 63 | No | 7 | 1 50 | 81 00 |

*Statistical Tables.*

| | | |

STATE TEACHERS' INSTITUTES JULY 1, 1899, TO JULY 1, 1900.

| COUNTIES. | NUMBER ATTENDING. | | | Days of institute. | Average daily attendance. | Average number of months taught. | NUMBER HAVING ATTENDED.— | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Males. | Females | Total. | | | | College. | Normal school. | High school. | Common school only. |
| Totals | 1,116 | 5,815 | 6,931 | 638 | ..... | ..... | 254 | 1,233 | 3,910 | 1,255 |
| Adams | 10 | 81 | 91 | 10 | 79 | 16 | 1 | 1 | 32 | 55 |
| Ashland | 6 | 69 | 75 | 3 | 68 | 41 | 8 | 42 | 16 | 5 |
| Barron | 21 | 75 | 96 | 5 | 80 | 22 | 3 | 16 | 56 | 21 |
| Bayfield | 4 | 30 | 34 | 15 | 26 | 23 | 1 | 8 | 33 | 1 |
| Brown | 16 | 81 | 97 | 5 | 77 | 41 | 1 | 21 | 58 | 14 |
| Buffalo | 24 | 56 | 80 | 5 | 53 | 26 | 2 | 18 | 42 | 16 |
| Burnett | 1 | 29 | 30 | 10 | 23 | 20 | ..... | 6 | 7 | 17 |
| Calumet | 14 | 64 | 78 | 10 | 66 | 30 | 3 | 38 | 36 | 1 |
| Chippewa | 18 | 171 | 189 | 15 | 160 | 40 | 2 | 14 | 148 | 24 |
| Clark | 8 | 61 | 69 | 10 | 65 | 26 | 1 | 8 | 51 | 9 |
| Columbia | 16 | 136 | 152 | 14 | 132 | 26 | 1 | 20 | 72 | 52 |
| Crawford | 9 | 47 | 56 | 2 | 51 | 31 | 5 | 6 | 42 | 3 |
| | 26 | 92 | 118 | 19 | 85 | 25 | 3 | 4 | 54 | 57 |
| Dane | 12 | 139 | 151 | 19 | 119 | 32 | 8 | 9 | 93 | 13 |
| Dodge | 37 | 107 | 144 | 20 | 136 | 23 | 6 | 7 | 114 | 14 |
| Door | 25 | 65 | 90 | 5 | 83 | 39 | 1 | 9 | 27 | 48 |
| Douglas | 5 | 48 | 53 | 5 | 47 | 29 | 1 | 35 | 11 | 6 |
| Dunn | 26 | 126 | 152 | 10 | 117 | 28 | 2 | 24 | 52 | 74 |
| Eau Claire | 11 | 145 | 156 | 10 | 92 | 54 | 11 | 29 | 105 | 5 |
| Florence | 2 | 18 | 20 | 2 | 17 | 26 | 2 | 7 | 8 | ..... |
| Fond du Lac | 24 | 178 | 202 | 5 | 163 | 33 | 8 | 77 | 104 | 13 |
| Grant | 19 | 161 | 180 | 5 | 136 | 33 | 7 | 42 | 126 | 8 |

*Statistical Tables.*

| | | |

STATE TEACHERS' INSTITUTES, JULY 1, 1899, TO JULY 1, 1900.— Continued.

| COUNTIES. | NUMBER ATTENDING. | | | Days of institute. | Average daily attendance. | Average number of months taught. | NUMBER HAVING ATTENDED.— | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Males. | Females | Total. | | | | College. | Normal school. | High school. | Common school only. |
| Sheboygan | 37 | 124 | 161 | 10 | 123 | 29 | 3 | 26 | 115 | 17 |
| Taylor | 20 | 58 | 78 | 10 | 68 | 31 | 2 | 7 | 45 | 23 |
| Trempealeau | 18 | 90 | 108 | 15 | 78 | 21 | 2 | 16 | 62 | 23 |
| Vernon | 28 | 103 | 131 | 5 | 91 | 22 | 3 | 6 | 90 | 32 |
| Vilas | 6 | 15 | 21 | 5 | 16 | 27 | 1 | 6 | 14 | ..... |
| Walworth | 15 | 90 | 105 | 10 | 75 | 39 | 4 | 19 | 73 | 4 |
| Washburn | 7 | 40 | 47 | 5 | 39 | 28 | 1 | 9 | 28 | 6 |
| Washington | 24 | 66 | 90 | 10 | 70 | 32 | ..... | 27 | 56 | ..... |
| Waukesha | 19 | 90 | 109 | 10 | 92 | 45 | 3 | 33 | 32 | 4 |
| Waupaca | 34 | 137 | 171 | 15 | 138 | 24 | 4 | 18 | 97 | 35 |
| Waushara | 28 | 59 | 87 | 5 | 75 | 27 | 2 | 8 | 24 | 52 |
| Wood | 9 | 87 | 96 | 10 | 75 | 23 | 1 | 16 | 67 | 9 |
| | 13 | 73 | 86 | 2 | 73 | 30 | 4 | 25 | 53 | 4 |

## TEACHERS' INSTITUTES, HELD UNDER THE PROVISIONS OF CHAPTER 334, LAWS OF 1895, AND LAWS AMENDATORY THERETO—1899-1900.

| County. | No. of such instit'tes held. | Names of conductors. | Total No. days of institute. | Total attend-ance. | Average daily attend-ance. | No. of evening lectures. | Names of lecturers. |
|---|---|---|---|---|---|---|---|
| Totals... | ..... | ..... | 96 | 1,547 | 1,075 | 1 | |
| Barron..... | 1 | H. A. Adrian, H. A. Sage ..... | 2 | 83 | 75+ | | |
| Chippewa... | 2 | W. C. Hewitt, N. A. Harvey, S. B. Tobey | 2 | 96 | 48 | 1 | W, C. Hewitt. |
| Clark ..... | 2 | J. B. Borden, J. W. T. Ames, Rosetta Bold..... | 10 | 124 | 119 | | |
| Dunn..... | 1 | W. L. Morrison, Elizabeth Allen..... | 2 | 82 | 66 | | |
| Grant..... | 1 | G. W. Gehrand, Rosalind S. Moore..... | 4 | 47 | 37 | | |
| Green Lake.. | 1 | J. W. Livingston, A. H. Sage..... | 2 | 51 | 50 | | |
| Jefferson.... | 1 | O. J. Schuster, J. A. Hagemann, Allen B. West..... | 2 | 122 | 98 | | |
| Manitowoc.. | 3 | W. H. Cheever, C. E. Patzer, A. H. Sage | 3 | 172 | | | |
| Marathon.... | 1 | Karl Mathie, W. H. Luehr..... | 10 | 31 | 25.9 | | |
| Monroe..... | 1 | W. C. Hewitt, C. E. Patzer..... | 2 | 80 | 64⅛ | | |
| Outagamie.. | 1 | A. W. Trettien, H. E. Bolton..... | 20 | 77 | 63 | | |
| Pierce..... | 2 | G. L. Bowman, C. J. Brewer, E. W. Walker, J. I. Jegi, H. A. Adrian..... | 12 | 201 | 144+ | | |
| Portage..... | 1 | Wm. E. Anderson, Frances J. Holcombe | 9 | 85 | 46+ | | |
| Richland.... | 1 | C. E. Patzer, K. L. Hatch..... | 5 | 46 | 35+ | | |
| Rock, 1st dist | 2 | A. J. Hutton, Walter W. White, D. D. Mayne, Wm. M. Ross..... | 4 | 64 | 51 | | |
| Vernon..... | 2 | Duncan McGregor, W. S. Watson, Mrs. Ida Elliott, M. H. Jackson, F. E. Doty | 7 | 186 | 152 | | |

*Statistical Tables.*

PRIVATE SCHOOLS, 1899-1900.

| COUNTIES — Exclusive of cities. | No. of schools. | TEACHERS. | | PUPILS 7-13. | |
|---|---|---|---|---|---|
| | | Men. | Women. | Not attended public schools. | Have attended 12 weeks or more. |
| Totals | 448 | 264 | 381 | 13,563 | 13,680 |
| Adams | | | | | |
| Ashland | 2 | 2 | | 59 | 42 |
| Barron | | | | | |
| Bayfield | 2 | 2 | 8 | 522 | 329 |
| Brown | 18 | 3 | 22 | 635 | 397 |
| Buffalo | 4 | 1 | 5 | 45 | 67 |
| Burnett | | | | | |
| Calumet | 18 | 4 | 24 | 525 | 377 |
| Chippewa | 3 | 2 | 3 | 175 | 177 |
| Clark | | | | | |
| Columbia | 4 | 2 | 7 | 56 | 8 |
| Crawford | | | | | |
| Dane | 22 | 10 | 29 | 487 | 588 |
| Dodge | 39 | 26 | 15 | 465 | 1,008 |
| Door | 3 | 1 | 3 | 40 | 109 |
| Douglas | | | | | |
| Dunn | 3 | 2 | 2 | 39 | 67 |
| Eau Claire | 4 | 4 | | 26 | |
| Florence | | | | | |
| Fond du Lac | 20 | 9 | 18 | 621 | 627 |
| Forest | | | | | |
| Grant | 9 | 2 | 11 | 337 | 250 |
| Green | | | | | |
| Green Lake | 3 | 2 | 2 | 276 | 225 |
| Iowa | 2 | | 4 | 100 | 65 |
| Iron | 3 | 9 | 4 | 240 | 200 |
| Jackson | 6 | 4 | 3 | 20 | 82 |
| Jefferson | 16 | 13 | 7 | 673 | 388 |
| Juneau | 5 | 2 | 4 | 15 | 43 |
| Kenosha | 3 | 1 | 5 | 78 | 88 |
| Kewaunee | 7 | 3 | 8 | 96 | 120 |
| La Crosse | 9 | 8 | 1 | 43 | 159 |
| Lafayette | 1 | 1 | 6 | | 8 |
| Langlade | | | | | |
| Lincoln | | | | | |
| Manitowoc | 28 | 9 | 31 | 1,359 | 1,934 |
| Marathon | 15 | 15 | 3 | 276 | 214 |
| Marinette | 4 | 4 | | | |
| Marquette | | | | | |

*Statistical Tables.*

PRIVATE SCHOOLS—1899-1900, Continued.

| COUNTIES — Exclusive of cities. | No. of schools. | TEACHERS. | | PUPILS 7-13. | |
|---|---|---|---|---|---|
| | | Men. | Women. | Not attended public school. | Have attended 12 weeks or more. |
| Milwaukee | 17 | 13 | 12 | 833 | 954 |
| Monroe | 7 | 5 | 6 | 91 | 166 |
| Oconto | ..... | ..... | ..... | ..... | ..... |
| Oneida | ..... | ..... | ..... | ..... | ..... |
| Outagamie | 15 | 9 | 12 | 233 | 343 |
| Ozaukee | 17 | 10 | 10 | 824 | 524 |
| Pepin | 1 | ..... | 3 | 75 | 38 |
| Pierce | 2 | ..... | 4 | 50 | 32 |
| Polk | 1 | ..... | 1 | 34 | 14 |
| Portage | 2 | ..... | 1 | 134 | 38 |
| Price | ..... | ..... | ..... | ..... | ..... |
| Racine | 6 | 3 | 9 | 444 | 352 |
| Richland | ..... | ..... | ..... | ..... | ..... |
| Rock | 1 | 1 | ..... | 103 | 59 |
| St. Croix | 3 | 1 | 3 | 95 | 64 |
| Sauk | 3 | 3 | ..... | 101 | 126 |
| Sawyer | ..... | ..... | ..... | ..... | ..... |
| Shawano | 14 | 13 | 16 | 647 | 338 |
| Sheboygan | 23 | 17 | 7 | 374 | 562 |
| Taylor | 2 | ..... | 4 | 79 | 79 |
| Trempealeau | 9 | 2 | 9 | 294 | 288 |
| Vernon | 2 | 2 | ..... | ..... | 80 |
| Vilas | ..... | ..... | ..... | ..... | ..... |
| Walworth | ..... | ..... | ..... | ..... | ..... |
| Washburn | 2 | ..... | 1 | 53 | 11 |
| Washington | 26 | 12 | 27 | 873 | 1,008 |
| Waukesha | 9 | 6 | 7 | 107 | 254 |
| Waupaca | 17 | 13 | 9 | 33 | 227 |
| Waushara | 5 | 5 | ..... | 4 | 98 |
| Winnebago | ..... | ..... | ..... | ..... | ..... |
| Wood | 11 | 8 | 15 | 874 | 453 |

*Statistical Tables.*

## PRIVATE SCHOOLS.—1899-1900.

| CITIES — Under city superintendents. | No of schools. | TEACHERS. | | Pupils 7 to 13, attending 12 weeks or more. |
|---|---|---|---|---|
| | | Men. | Women. | |
| Totals | 213 | 230 | 595 | 13,301 |
| Antigo | 2 | | 6 | 217 |
| Appleton | 7 | 8 | 22 | 1,154 |
| Ashland | 2 | 5 | 12 | 690 |
| Baraboo | | | | |
| Beaver Dam | 3 | 1 | 5 | 304 |
| Beloit | 1 | 1 | | 30 |
| Berlin | 3 | 2 | 5 | |
| Brodhead | 1 | | 2 | |
| Chippewa Falls | 3 | | 17 | 553 |
| Columbus | 1 | 1 | 1 | 23 |
| De Pere | 2 | | 7 | 230 |
| Eau Claire | 9 | 7 | 18 | 216 |
| Fond du Lac | | | | |
| Grand Rapids | 2 | 1 | 4 | 128 |
| Green Bay | 5 | 1 | 14 | 598 |
| Hudson | | | | |
| Janesville | | | | |
| Kaukauna | 3 | 2 | 14 | 430 |
| Kenosha | 6 | | | 742 |
| La Crosse | 9 | | | 915 |
| Madison | 4 | 5 | 23 | 588 |
| Marinette | 4 | 1 | 14 | 336 |
| Menasha | 4 | 1 | 16 | 583 |
| Menomonie | 3 | 2 | 4 | |
| Merrill | 11 | 3 | 8 | 535 |
| Milwaukee | 75 | 150 | 300 | |
| Mineral Point | 1 | | 2 | 36 |
| Monroe | | | | |
| Neenah | 1 | 1 | 1 | |
| New London | 2 | 1 | 5 | 194 |
| Oconto | 3 | 1 | 8 | 424 |
| Onalaska | | | | |
| Oshkosh | | | | |
| Portage | 3 | 2 | 6 | 319 |
| Prairie du Chien | 3 | 9 | 7 | 265 |
| Racine | 10 | 7 | 31 | 900 |
| Reedsburg | 2 | 2 | | 64 |
| Rice Lake | 1 | | | 67 |
| Ripon | | | | |
| Sheboygan | 7 | | | 1,259 |
| Stanley | | | | |
| Stevens Point | 3 | | 11 | 500 |
| Sturgeon Bay | 1 | | 3 | 92 |
| Superior | 4 | 2 | 12 | 467 |
| Tomahawk | | | | |
| Watertown | 5 | 8 | 7 | |
| Waupaca | | | | |
| Wausau | 5 | 4 | 6 | 391 |
| Whitewater | 2 | 2 | 4 | 51 |

*Statistical Tables.*

## SCHOOL BUILDINGS AND ACCOMMODATIONS.

| Counties outside of cities. | No. of pupils school houses will accommodate. | Number school houses. | Counties outside of cities. | No. of pupils school houses will accommodate. | Number school houses. |
|---|---|---|---|---|---|
| Totals..... | 396,826 | 6,855 | Lincoln..... | 1,913 | 59 |
| | | | Manitowoc..... | 10,033 | 117 |
| | | | Marathon..... | 9,519 | 173 |
| Adams..... | 3,173 | 82 | Marinette..... | 3,123 | 60 |
| Ashland..... | 2,038 | 42 | Marquette..... | 3,672 | 64 |
| Barron..... | 6,097 | 118 | Milwaukee..... | 8,714 | 80 |
| Bayfield..... | 2,550 | 46 | Monroe..... | 15,783 | 149 |
| Brown..... | 6,251 | 86 | Oconto..... | 4,668 | 76 |
| Buffalo..... | 5,220 | 89 | Oneida..... | 2,139 | 34 |
| Burnett..... | 2,219 | 44 | Outagamie..... | 7,161 | 118 |
| Calumet..... | 5,138 | 72 | Ozaukee..... | 4,373 | 59 |
| Chippewa..... | 7,306 | 162 | Pepin..... | 2,423 | 40 |
| Clark..... | 7,519 | 128 | Pierce..... | 7,015 | 113 |
| Columbia..... | 7,933 | 150 | Polk..... | 5,311 | 107 |
| Crawford..... | 5,151 | 100 | Portage..... | 4,838 | 109 |
| Dane..... | 14,354 | 258 | Price..... | 3,391 | 66 |
| Dodge..... | 11,329 | 197 | Racine..... | 4,212 | 77 |
| Door..... | 4,399 | 69 | Richland..... | 6,788 | 124 |
| Douglas..... | 1,686 | 40 | Rock..... | 8,770 | 171 |
| Dunn..... | 5,935 | 125 | St. Croix..... | 7,308 | 117 |
| Eau Claire..... | 3,887 | 80 | Sauk..... | 7,645 | 166 |
| Florence..... | 858 | 15 | Sawyer..... | 1,210 | 20 |
| Fond du Lac..... | 8,546 | 165 | Shawano..... | 6,532 | 111 |
| Forest..... | 295 | 9 | Sheboygan..... | 6,920 | 116 |
| Grant..... | 13,831 | 231 | Taylor..... | 2,944 | 69 |
| Green..... | 6,041 | 127 | Trempealeau..... | 6,743 | 108 |
| Green Lake..... | 3,822 | 70 | Vernon..... | 8,706 | 154 |
| Iowa..... | 7,183 | 129 | Vilas..... | 1,080 | 16 |
| Iron..... | 1,505 | 18 | Walworth..... | 7,178 | 122 |
| Jackson..... | 5,653 | 102 | Washburn..... | 1,803 | 34 |
| Jefferson..... | 7,955 | 136 | Washington..... | 6,966 | 101 |
| Juneau..... | 6,634 | 112 | Waukesha..... | 9,435 | 124 |
| Kenosha..... | 2,751 | 62 | Waupaca..... | 7,844 | 130 |
| Kewaunee..... | 4,827 | 57 | Waushara..... | 5,020 | 106 |
| La Crosse..... | 3,608 | 66 | Winnebago..... | 5,219 | 99 |
| Lafayette..... | 6,327 | 124 | Wood..... | 5,860 | 89 |
| Langlade..... | 2,511 | 66 | | | |

## *Statistical Tables.*

### SCHOOL BUILDINGS AND ACCOMMODATIONS.

| Cities. | No. of pupils school houses will accommodate. | Number school houses. | Cities. | No. of pupils school houses will accommodate. | Number school houses. |
|---|---|---|---|---|---|
| Totals | 127,366 | 387 | Menomonie | 1,800 | 9 |
| | | | Merrill | 1,900 | 6 |
| | | | Milwaukee | 39,944 | 79 |
| Antigo | 1,800 | 8 | Mineral Point | 800 | 3 |
| Appleton | 3,800 | 8 | Monroe | 1,100 | 4 |
| Ashland | 1,900 | 15 | Neenah | 1,400 | 7 |
| Baraboo | 1,419 | 6 | New London | 600 | 2 |
| Beaver Dam | 1,200 | 5 | Oconto | 1,000 | 4 |
| Beloit | 2,200 | 9 | Onalaska | 500 | 1 |
| Berlin | 900 | 3 | Oshkosh | 3,250 | 10 |
| Brodhead | 550 | 2 | Portage | 1,300 | 5 |
| Chippewa Falls | 1,469 | 8 | Prairie du Chien | 700 | 5 |
| Columbus | 650 | 3 | Racine | 5,072 | 10 |
| De Pere | 750 | 2 | Reedsburg | 544 | 3 |
| Eau Claire | 4,000 | 15 | Rice Lake | 764 | 4 |
| Fond du Lac | 2,300 | 10 | Ripon | 950 | 4 |
| Grand Rapids | 1,062 | 5 | Sheboygan | 4,100 | 10 |
| Green Bay | 3,800 | 13 | Stanley | 500 | 3 |
| Hudson | 1,100 | 5 | Stevens Point | 1,985 | 12 |
| Janesville | 2,246 | 8 | Sturgeon Bay | 750 | 3 |
| Kaukauna | 1,100 | 2 | Superior | 5,600 | 10 |
| Kenosha | 1,750 | 6 | Tomahawk | 600 | 3 |
| La Crosse | 5,238 | 15 | Watertown | 1,400 | 5 |
| Madison | 2,696 | 10 | Waupaca | 675 | 2 |
| Marinette | 3,030 | 6 | Wausau | 3,000 | 10 |
| Menasha | 1,500 | 6 | Whitewater | 672 | 3 |

## *Statistical Tables.*

### COLLEGES, ACADEMIES, AND SEMINARIES, 1899-1900.

| Corporate name. | Location. | When founded. | Religious denomination. | President or principal. |
|---|---|---|---|---|
| Beloit College. .... | Beloit..... | 1847 | Non-sectarian ..... | Edward D. Eaton. |
| Carroll College.... | Waukesha ... | 1846 | Presbyterian ..... | Walter L. Rankin. |
| Concordia College. | Milwaukee .. | 1881 | Lutheran ..... | M. J. F. Albrecht. |
| Evansville Sem.... | Evansville .. | 1856 | Free Methodist.. ... | A. H. Stilwell. |
| German-English Academy..... | Milwaukee... | 1851 | ..... | Emil Dapprich. |
| Lawrence Univ.... | Appleton..... | 1847 | Methodist..... | Samuel Plantz. |
| Marquette College. | Milwaukee .. | 1864 | Catholic ..... | Rev. W. B. Rogers. |
| Milton College.... | Milton ..... | 1867 | Seventh-day Baptist. | William C.Whitford. |
| Milwaukee Acad... | Milwaukee .. | 1864 | Non-sectarian ..... | J. H. Pratt, Jr. |
| Milwaukee-Downer College..... | Milwaukee .. | 1895 | Non-sectarian ..... | Ellen C. Sabin. |
| Mission House of the Ref. Ch. U. S. | Franklin..... | 1859 | Reformed..... | Dr. H. A.Muehlmeier |
| Nat. German-Am. Teachers' Sem .. | Milwaukee .. | 1878 | ..... | Emil Dapprich. |
| North Wis. Acad.. | Ashland..... | 1892 | Congregational..... | M. J. Fenenza. |
| Racine College .... | Racine ..... | 1853 | Protestant Episcopal | ..... |
| Sacred Heart, College of the .... . | Pra. du Ch'n. | 1880 | Roman Catholic..... | Rev. Anselm Leiter. |
| St. Catherine's Female Academy... | Racine ..... | 1874 | Roman Catholic..... | Mother M Hyacinthe |
| St. Lawrence Coll. | Mt. Calvary | 1861 | Catholic ..... | Rev. A. Wilmer. |
| St. Mary's Acad ... | Pra. du Ch'n. | 1872 | Roman Catholic..... | Sister M. Seraphia. |
| Stoughton Acad. and Business Inst | Stoughton ... | 1868 | Lutheran ..... | K. A. Kasberg. |

*Statistical Tables.*

## COLLEGES, ACADEMIES, AND SEMINARIES, 1899-1900.

| CORPORATE NAME. | STUDENTS DURING YEAR. | | | WHOLE NO. GRADUATES. | | | GRADUATES THIS YEAR. | | |
|---|---|---|---|---|---|---|---|---|---|
| | Male. | Fem. | Total | Male | Fem. | Total | Male. | Fem. | Total |
| Totals | 1,824 | 1,181 | 3,005 | 2,850 | 650 | 3,647 | 151 | 98 | 249 |
| Beloit College | 330 | 148 | 478 | 615 | 34 | 649 | 32 | 13 | 45 |
| Carroll College | 60 | 44 | 104 | 181 | 118 | 299 | 11 | 6 | 17 |
| Concordia College | 185 | ..... | 185 | 270 | ..... | 270 | 36 | ..... | 36 |
| Evansville Seminary | 73 | 89 | 162 | ..... | ..... | 130 | 3 | 7 | 10 |
| German-English Academy | 72 | 80 | 152 | ..... | ..... | ..... | 9 | 13 | 22 |
| Lawrence University | 219 | 203 | 422 | 311 | 214 | 525 | 4 | 13 | 17 |
| Marquette College | 250 | ..... | 250 | 128 | ..... | 128 | 12 | ..... | 12 |
| Milton College | 74 | 92 | 166 | 158 | 122 | 280 | 2 | 2 | 4 |
| Milwaukee Academy | 81 | ..... | 81 | 117 | ..... | 147 | 6 | ..... | 6 |
| Milwaukee-Downer College | ..... | 191 | 191 | ..... | 10 | 10 | ..... | 10 | 10 |
| Mission House of the Reformed Church in U. S | 83 | 3 | 86 | ..... | ..... | ..... | 15 | ..... | 15 |
| Nat. Germ.-Am. Teachers' Sem. | 12 | 24 | 36 | 69 | 77 | 146 | 3 | 5 | 8 |
| North Wisconsin Academy | 31 | 20 | 51 | ..... | ..... | 17 | ..... | ..... | ..... |
| Racine College | 37 | ..... | 37 | 500 | ..... | 500 | 5 | ..... | 5 |
| Sacred Heart College | 74 | ..... | 74 | 45 | ..... | 45 | ..... | ..... | ..... |
| St. Catherine's Female Acad | ..... | 206 | 206 | ..... | ..... | ..... | ..... | 16 | 16 |
| St. Lawrence College | 161 | ..... | 161 | 301 | ..... | 301 | 6 | ..... | 6 |
| St. Mary's Academy | ..... | 51 | 51 | ..... | ..... | ..... | ..... | 9 | 9 |
| Stoughton Acad. and Business Institute | 82 | 30 | 112 | 125 | 75 | 200 | 7 | 4 | 11 |

*Statistical Tables.*

## COLLEGES, ACADEMIES, AND SEMINARIES, 1899-1900.

| CORPORATE NAME. | In English courses. | In classic course. | In natural science. | Preparing for college. | LIBRARY. No. volumes. | LIBRARY. Vols. purchased this year. |
|---|---|---|---|---|---|---|
| Totals | 596 | 744 | 416 | 992 | 1,075 | 6,351 |
| Beloit College | 97 | 86 | 42 | 201 | 26,800 | 1,900 |
| Carroll College | 61 | 43 | ..... | ..... | 1,500 | 25 |
| Concordia College | 131 | 131 | 131 | 54 | 3,650 | 20 |
| Evansville Seminary | ..... | 8 | 20 | 3 | 300 | 10 |
| German-English Academy | ..... | ..... | ..... | ..... | ..... | ..... |
| Lawrence University | ..... | ..... | ..... | 92 | 16,394 | 397 |
| Marquette College | 58 | 199 | 23 | 139 | 9,650 | 300 |
| Milton College | 10 | 18 | 12 | 138 | 7,895 | 1,816 |
| Milwaukee Academy | ..... | 1 | 5 | 5 | 1,200 | 25 |
| Milwaukee-Downer College | 6 | 27 | ..... | 146 | 4,601 | 163 |
| Mission House of Ref. Church | ..... | 9 | ..... | 20 | 6,000 | 200 |
| National German-American Teachers' Seminary | ..... | ..... | ..... | ..... | 1,503 | 75 |
| North Wisconsin Academy | 5 | 8 | 39 | 40 | 2,000 | 1,200 |
| Racine College | 37 | 37 | 37 | ..... | 10,000 | ..... |
| Sacred Heart College | 10 | 28 | 29 | 7 | 9,570 | 70 |
| St. Catherine's Female Acad. | 13 | 3 | ..... | ..... | 2,650 | ..... |
| St. Lawrence College | 161 | 146 | 78 | 146 | 2,800 | 150 |
| St. Mary's Academy | 6 | ..... | ..... | ..... | 500 | ..... |
| Stoughton Academy | 1 | ..... | ..... | 1 | 500 | ..... |

## *Statistical Tables.*

### COLLEGES, ACADEMIES, AND SEMINARIES, 1899-1900.

| CORPORATE NAME. | APPRAISED VALUE. | | | | |
|---|---|---|---|---|---|
| | Of site. | Land not including site. | Of buildings. | Apparatus, etc. | Of endowment. |
| Totals | $795,651 08 | $341,587 22 | $695,000 00 | $165,595 20 | $1,091,928 80 |
| Beloit College | $367,251 08 | $189,487 22 | ..... | $50,000 00 | $383,320 40 |
| Carroll College | 25,000 00 | 1,500 00 | $40,000 00 | 2,000 00 | 79,000 00 |
| Concordia College | 100,000 00 | ..... | 30,000 00 | 1,500 00 | 1,500 00 |
| Evansville Seminary | 2,000 00 | ..... | 8,000 00 | 150 00 | 1,000 00 |
| German-English Academy | 25,000 00 | ..... | 45,000 00 | 3,000 00 | 8,000 00 |
| Lawrence University | 45,000 00 | 5,000 00 | 130,000 00 | 43,000 00 | 230,000 00 |
| Marquette College | 130,000 00 | 100,000 00 | 30,000 00 | 2,725 00 | 5,000 00 |
| Milton College | 3,000 00 | 1,000 00 | 70,000 00 | 11,743 20 | 83,244 66 |
| Milwaukee Academy | 25,000 00 | ..... | 10,000 00 | 3,000 00 | ..... |
| Milwaukee-Downer College | 35,000 00 | ..... | 110,000 00 | 16,600 00 | 155,863 74 |
| Mission House of the Reform Church | 500 00 | 4,000 00 | 30,000 00 | 1,000 00 | 15,000 00 |
| Nat. German-Am. Teachers Seminary | 25,000 00 | 30,000 00 | 45,000 00 | 3,500 00 | 130,000 00 |
| North Wisconsin Academy | 2,000 00 | 1,000 00 | 30,000 00 | 4,000 00 | ..... |
| Racine College | ..... | ..... | ..... | 1,000 00 | ..... |
| Sacred Heart College | 2,000 00 | 5,600 00 | 62,000 00 | 19,377 00 | ..... |
| St. Catherine's Fem. Acad. | ..... | ..... | ..... | ..... | ..... |
| St. Lawrence College | 8,000 00 | 4,000 00 | 55,000 00 | 2,000 00 | ..... |
| St. Mary's Academy | 900 00 | ..... | 50,000 00 | 1,000 00 | ..... |
| Stoughton Academy | ..... | ..... | ..... | ..... | ..... |

## *Statistical Tables.*

### COLLEGES, ACADEMIES, AND SEMINARIES, 1899–1900.

| CORPORATE NAME. | RECEIPTS. | | | |
|---|---|---|---|---|
| | Contributions. | From funds and endowment. | Tuition and fees. | Total. |
| Totals | $25,068 58 | $46,251 58 | $114,291 35 | $247,744 51 |
| Beloit College | | | | |
| Carroll College | $24,655 00 | $1,666 00 | $2,250 00 | $31,571 00 |
| Concordia College | | | | |
| Evansville Seminary | | | 2,416 00 | 2,416 00 |
| German-English Academy | 1,925 00 | 100 00 | 5,431 00 | 7,456 00 |
| Lawrence University | 17,000 00 | 16,800 00 | 7,855 00 | 41,655 00 |
| Marquette College | 7,376 40 | | | 7,376 40 |
| Milton College | 739 69 | 8,400 08 | 2,048 00 | 11,187 77 |
| Milwaukee Academy | 55 00 | | 8,275 00 | 8,330 00 |
| Milwaukee-Downer College | 9,070 00 | 7,134 00 | 39,756 00 | 55,960 00 |
| Mission House of the Ref. Church | 8,000 00 | 1,000 00 | 2,000 00 | 11,000 00 |
| Nat. Germ.-Am. Teachers' Sem. | 750 24 | 7,851 50 | | 8,601 74 |
| North Wisconsin Academy | 3,000 00 | 300 00 | 300 00 | 3,600 00 |
| Racine College | | | 16,000 00 | 16,000 00 |
| Sacred Heart College | 12,497 25 | | 11,960 35 | 24,457 60 |
| St. Catherine's Female Academy | | | | |
| St. Lawrence College | | | 12,000 00 | 12,000 00 |
| St. Mary's Academy | | | 4,000 00 | 4,000 00 |
| Stoughton Academy | | | | 2,133 00 |

*Statistical Tables.*

## COLLEGES, ACADEMIES, AND SEMINARIES, 1899-1900.

| CORPORATE NAME. | DISBURSEMENTS. | | | |
|---|---|---|---|---|
| | Paid for instruction. | Building and repairs. | Incidental. | Total. |
| Totals | $101,658 04 | $29,472 99 | $48,894 49 | $208,489 30 |
| Beloit College | | | | |
| Carroll College | $5,455 00 | $3,805 00 | $1,783 00 | $11,043 00 |
| Concordia College | 8,550 00 | 1,652 00 | | 10,202 00 |
| Evansville Seminary | 1,648 00 | 16 35 | 59 57 | 1,723 92 |
| German-English Academy | 4,915 00 | 148 00 | 2,064 00 | 7,127 00 |
| Lawrence University | | | | 28,463 78 |
| Marquette College | 1,400 00 | 1,500 00 | 2,000 00 | 4,900 00 |
| Milton College | 5,892 77 | 591 57 | 4,703 43 | 11,187 77 |
| Milwaukee Academy | 4,973 00 | 640 00 | 2,662 00 | 8,275 00 |
| Milwaukee-Downer College | 11,927 68 | 12,776 00 | 28,257 00 | 52,960 68 |
| Mission House of Reform Church. | 5,500 00 | 2,000 00 | 600 00 | 8,100 00 |
| Nat. German-American Teachers' Seminary | 8,322 80 | | 1,090 49 | 9,413 29 |
| North Wisconsin Academy | 1,700 00 | 1,200 00 | 700 00 | 3,600 00 |
| Racine College | 16,500 00 | | | 16,500 00 |
| Sacred Heart College | 22,058 79 | 1,844 07 | | 23,902 86 |
| St. Catherine's Female Academy. | | | | |
| St. Lawrence College | 700 00 | 2,300 00 | 4,800 00 | 7,800 00 |
| St. Mary's Academy | | 1,000 00 | | 1,000 00 |
| Stoughton Academy | 2,115 00 | | 175 00 | 2,290 00 |

*Statistical Tables.*

## APPORTIONMENT OF SCHOOL FUND.

| Counties. | December, 1898. | December, 1899. |
|---|---|---|
| Totals | $757,509 08 | $796,139 88 |
| Adams | $3,929 24 | $3,665 25 |
| Ashland | 5,670 02 | 6,316 66 |
| Barron | 8,976 83 | 9,850 78 |
| Bayfield | 3,453 36 | 3,833 86 |
| Brown | 18,939 98 | 19,513 11 |
| Buffalo | 6,965 52 | 7,027 45 |
| Burnett | 2,774 02 | 3,060 25 |
| Calumet | 7,760 43 | 7,830 81 |
| Chippewa | 12,060 00 | 12,962 83 |
| Clark | 9,769 52 | 10,605 65 |
| Columbia | 10,644 61 | 11,191 91 |
| Crawford | 6,902 42 | 7,067 13 |
| Dane | 23,772 29 | 24,954 79 |
| Dodge | 16,761 84 | 18,452 99 |
| Door | 7,563 57 | 7,869 38 |
| Douglas | 8,278 21 | 9,012 16 |
| Dunn | 10,463 82 | 10,800 70 |
| Eau Claire | 13,057 06 | 13,529 25 |
| Florence | 997 07 | 1,071 14 |
| Fond du Lac | 17,743 91 | 18,265 65 |
| Forest | 250 33 | 303 05 |
| Grant | 14,084 05 | 14,663 21 |
| Green | 8,356 54 | 8,587 89 |
| Green Lake | 6,230 59 | 6,276 99 |
| Iowa | 8,508 15 | 9,024 28 |
| Iron | 1,895 71 | 1,988 01 |
| Jackson | 6,914 20 | 7,251 16 |
| Jefferson | 14,845 75 | 14,284 12 |
| Juneau | 7,693 00 | 8,274 92 |
| Kenosha | 7,405 23 | 7,929 99 |
| Kewaunee | 7,717 61 | 7,717 31 |
| La Crosse | 16,500 81 | 17,012 68 |
| Lafayette | 7,770 07 | 8,192 27 |
| Langlade | 4,495 34 | 5,171 69 |
| Lincoln | 6,033 73 | 6,486 37 |
| Manitowoc | 16,850 62 | 17,392 87 |
| Marathon | 16,819 58 | 18,146 63 |
| Marinette | 10,935 61 | 11,881 76 |
| Marquette | 4,163 72 | 4,530 32 |
| Milwaukee | 114,673 17 | 121,761 08 |
| Monroe | 10,413 55 | 11,015 59 |
| Oconto | 8,241 83 | 9,061 75 |
| Oneida | 2,388 88 | 2,569 86 |
| Outagamie | 17,946 40 | 18,455 19 |
| Ozaukee | 6,784 73 | 6,872 07 |

## *Statistical Tables.*

APPORTIONMENT OF SCHOOL FUND — Continued.

| Counties. | December, 1898. | December, 1899. |
|---|---|---|
| Pepin | $3,212 63 | $3,224 45 |
| Pierce | 9,070 90 | 9,413 28 |
| Polk | 7,020 10 | 7,329 40 |
| Portage | 12,711 44 | 13,229 51 |
| Price | 2,947 33 | 3,275 14 |
| Racine | 14,806 20 | 16,023 08 |
| Richland | 7,506 89 | 7,598 29 |
| Rock | 16,586 36 | 17,643 02 |
| St. Croix | 10,541 97 | 10,699 32 |
| Sauk | 12,161 61 | 12,692 84 |
| Sawyer | 864 41 | 962 05 |
| Shawano | 10,530 13 | 11,037 63 |
| Sheboygan | 19,609 66 | 20,194 15 |
| Taylor | 4,012 86 | 4,282 37 |
| Trempealeau | 9,042 04 | 9,455 16 |
| Vernon | 10,978 39 | 11,574 31 |
| Vilas | 880 45 | 973 07 |
| Walworth | 8,838 77 | 9,260 11 |
| Washburn | 1,826 17 | 1,974 78 |
| Washington | 9,939 63 | 10,095 42 |
| Waukesha | 12,323 15 | 12,551 78 |
| Waupaca | 11,888 51 | 12,390 89 |
| Waushara | 6,033 78 | 6,321 07 |
| Winnebago | 20,083 54 | 21,157 30 |
| Wood | 10,286 23 | 11,048 65 |

## *Statistical Tables.*

### FINES.

| Counties. | 1899. | 1900. |
|---|---|---|
| Totals | $16,567 46 | $17,158 31 |
| Adams | $21 56 | $13 23 |
| Ashland | 13 72 | 95 06 |
| Barron | 189 63 | 248 67 |
| Bayfield | 315 56 | 397 39 |
| Brown | 250 88 | 219 72 |
| Buffalo | 31 36 | 252 84 |
| Burnett | ..... | 125 45 |
| Calumet | 72 02 | 45 08 |
| Chippewa | 112 62 | 332 22 |
| Clark | 261 66 | 669 67 |
| Columbia | 331 34 | 214 62 |
| Crawford | 160 23 | 65 66 |
| Dane | 1,350 44 | 859 46 |
| Dodge | 146 02 | 135 24 |
| Door | 413 56 | 287 05 |
| Douglas | 200 90 | 633 08 |
| Dunn | 35 28 | 99 96 |
| Eau Claire | 90 90 | 251 86 |
| Florence | 34 30 | 24 50 |
| Fond du Lac | 257 65 | 273 42 |
| Forest | 98 | 14 70 |
| Grant | 323 40 | 332 22 |
| Green | 343 00 | 464 19 |
| Green Lake | 136 71 | 160 75 |
| Iowa | 384 16 | 670 34 |
| Iron | 41 40 | 197 96 |
| Jackson | 80 57 | 143 08 |
| Jefferson | 439 04 | 502 74 |
| Juneau | 181 79 | 186 54 |
| Kenosha | 870 24 | 283 22 |
| Kewaunee | 132 30 | 13 72 |
| La Crosse | 356 23 | 211 68 |
| Lafayette | 185 71 | 185 22 |
| Langlade | ..... | 60 76 |
| Lincoln | 156 31 | 110 25 |
| Manitowoc | 226 38 | 465 50 |
| Marathon | 168 56 | 86 09 |
| Marinette | 930 02 | 294 50 |
| Marquette | 24 50 | ..... |
| Milwaukee | 529 69 | 619 36 |
| Monroe | 364 07 | 95 06 |
| Oconto | 85 65 | 104 86 |
| Oneida | 160 72 | 126 42 |
| Outagamie | 189 57 | 76 44 |
| Ozaukee | 51 94 | 96 76 |

## *Statistical Tables.*

FINES — Continued.

| Counties. | 1899. | 1900. |
|---|---|---|
| Pepin | $79 38 | $34 30 |
| Pierce | 70 56 | 213 64 |
| Polk | 49 00 | 111 78 |
| Portage | 253 33 | 283 88 |
| Price | 255 78 | 13 36 |
| Racine | 640 43 | 723 42 |
| Richland | 136 22 | 148 96 |
| Rock | 547 82 | 1,180 90 |
| St. Croix | 290 08 | 441 49 |
| Sauk | 650 97 | 350 20 |
| Sawyer | ..... | 7 84 |
| Shawano | 167 09 | 175 91 |
| Sheboygan | 794 78 | 600 66 |
| Taylor | 41 16 | 105 46 |
| Trempealeau | 264 60 | 326 34 |
| Vernon | 166 60 | 257 75 |
| Vilas | ..... | 125 44 |
| Walworth | 212 66 | 182 28 |
| Washburn | 42 39 | 33 48 |
| Washington | 204 82 | 63 70 |
| Waukesha | 572 32 | 338 10 |
| Waupaca | 344 96 | 212 37 |
| Waushara | 44 10 | 18 62 |
| Winnebago | 83 30 | 281 75 |
| Wood | 22 54 | 180 14 |

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| Principals of, legal qualifications, and salaries | II. | 26, 98 |
| Pupils in different branches | II. | 32, 104 |
| Pupils in differnt years | II. | 38, 110 |
| Salaries of assistants (average) | II. | 38, 110 |
| Teachers, number employed | II. | 26, 98 |
| Total salaries | II. | 38, 110 |
| Tuition received and rate per month | II. | 44, 116 |
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| Age of pupils entering and leaving | II. | 52, 124 |
| Apportionment to | II. | 54, 126 |
| Cost of instruction in German, Latin, Greek | II. | 52, 124 |
| Enrollment in | II. | 50, 122 |
| Free text-books in | II. | 54, 126 |
| Graduates of | II. | 56, 128 |
| Non-resident pupils | II. | 56, 128 |
| Principals of, legal qualifications and salaries | II. | 50, 122 |
| Pupils in different branches | II. | 52, 124 |
| Pupils in different years | II. | 54, 126 |
| Salaries of assistants (average) | II. | 54, 126 |
| Teachers, number employed | II. | 50, 122 |
| Total salaries | II. | 45, 126 |
| Tuition, received and rate per month | II. | 56, 128 |